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Principal's foreword

Introduction

During 2007 our school continued to focus on the successful implementation of the Preparatory Year and also completed our Whole School Curriculum document. The work that was done was underpinned the recommendations and requirements of [QCAR](#) Essential Learnings and Standards Framework. A reporting system aligned to the mandatory five point scale of student achievement was also introduced.

The links with local high schools were maintained through visits to Elanora High School by Stage D (Year 7) students who engaged in lessons linked to their units of study at Tallebudgera. The Accelerated Learning Program designed for students with a particular talent in certain subjects was also maintained and our school assisted in the organisation of the annual Middle Phase of Learning Cluster Conference.

The School Chaplaincy role continues to develop and is now an integral component of our school culture whilst opportunities for parent involvement in learning activities particularly in literacy and numeracy support, art activities, assemblies, fundraising, student class "expos" & parent information sessions were evident.

Future outlook

It is expected that during the next 12 months moderation processes designed for consistency in assessment will be embedded in our school's approach to assessment and reporting from Prep to Year 7.

Such consistency will ensure that rigorous assessment informs the learning and teaching practices in classrooms and therefore have a positive impact on student learning outcomes. Particular focus will be placed on the Spelling and Writing components of Literacy whilst Numeracy will be supported by quality and effective Maths Investigations. It is intended that text books will be phased out at the end of 2008.

Furthermore, strategies have also been implemented to ensure earlier intervention for students deemed to require assistance with literacy and numeracy . These measures have been developed in consultation with the Learning Support Teacher , Year 2 Net Key Teacher and Teacher Aides.

In the Middle Phase of Learning it is intended that co-operative planning days between Stage D (Years 6&7) and specialist high school teachers will occur on a more frequent basis and that secondary teachers will co- present lessons with teachers at Tallebudgera School

School Profile

Total student enrolments for your school:	637
Year levels offered:	Preparatory Year – Year 7
Coeducational or single sex:	Coeducational

Curriculum offerings

Our distinctive curriculum offerings

- We offer a Stage Based Curriculum designed with eight unit topics to be addressed over a two year cycle. Our school has four stages of Learning Stage A (Prep-Yr1), Stage B (Yrs 2-3) Stage C (Yrs 4-5) and Stage D (Yrs 6-7). Our approach is based on quality research that supports the notion that learning is developmental and not necessarily aligned to chronological age. We ensure that all students are given the opportunity to succeed to the best of their ability by consistently employing the three forms of assessment (as. of and for) and that such assessment is criteria based. Demonstration of student learning culminates each term in the presentation of higher order thinking tasks (HOT Tasks) accompanied by visual representation of success through student digital portfolios.
- The Performing Arts aspect of our curriculum offers a distinctive approach to teaching and learning. The Performing Arts include, Classical Ballet, Jazz Ballet, Drama, Dance Aerobics, Instrumental Band, Rock Band and Choir. Through engagement in the Performing Arts, students' self- confidence and self esteem grows and this impacts positively upon their attitude to learning.
- Our Inter and intra school sport programs enable all students to participate in healthy competition and life style experiences. Our students have the opportunity to compete in swimming, softball, netball, soccer, touch and baseball. We have a full size tennis court for private tuition and intraschool sport.
- Students in Stage D who demonstrate a particular talent in certain subjects are given the opportunity to attend the local high school throughout the year to undertake lessons at a higher level. This is called the Accelerated Learning Program. We have also established multi-age classes to cater for the Gifted and Talented students at the school, who require an accelerated learning program.
- Our curriculum is underpinned by Values Based Education where we employ the nationally recognised "You Can Do It" Program across the school. We are currently a trial school for the Kids Matter pilot program that aligns to our values driven approach. The School Chaplaincy is an integral component of our approach and is designed to assist the whole school community where appropriate.

Extra curricula activities

- Dance: Students wishing to undertake additional learning in Jazz Ballet and Classical Ballet attend after hours lessons conducted by both our own performing arts teacher and outside facilitators.
- Aerobics: Our school has won local and state titles for two consecutive years. Students who wish to compete undertake coaching before and after school with two qualified aerobics instructors, one of whom is a teacher at our school and the other a parent and teacher aide.
- Instrumental Music: Students who are interested in learning a musical instrument are invited to be part of the school's music program. Tuition is provided throughout the school day with a qualified music teacher.
- Rock Band: Music lessons are held after school and during lunch hour. The lessons are given by a teacher at our school. The students perform at local music festivals and at many school based celebrations.
- Guitar & Keyboard Lessons: Students are offered private tuition one afternoon/morning each week by a qualified musician.
- Auskick & Active & Healthy Schools (Gold Coast City Council): Students who attend the Out of Hours School Care & other students participate in a number of activities including football, circus games, cheerleading and a range of sports as requested by students .
- Tennis Coaching: A qualified tennis coach attends the school each week and offers private coaching to students.

How computers are used to assist learning

Our school has a fully equipped computer lab and a mini lab whilst each classroom meets the required ratio of computers to students. The Resource Centre is also equipped with computers for research purposes by students. The school now has 100% connectivity to all general learning areas and it is intended that by the end of 2009 the school will be upgraded to the MOE system.

Our curriculum is designed to ensure that in-depth study of ICT is provided to students each term. Students are immersed in learning experiences that provide them with skills of research using ICT and the development of digital portfolios.

Students are developing skills in scanning documents, transferring data from digital cameras, using a variety of software programs and developing web pages (upper years). Programs which the students use in a variety of learning experiences include Word, Power Point, Excel, Kidpix and Kidspiration.

Electronic whiteboards will be phased into classrooms from the commencement of 2009 further enhancing learning and teaching. The school currently has one interactive whiteboard to complement science studies.

Social climate

The school respects the basic values of the home and promotes socially acceptable behaviour based on the fundamental principles of :

The right to learn & teach without disruption

Care and consideration for each other.

Care of the environment and property.

The right to feel happy and safe at all times.

We have a Guidance Officer, Behaviour Advisor Teacher and Chaplain to assist children to understand and manage their behaviours and emotions. These specialists are always available to parents and caregivers for support and advice.

The 2007 state survey related to school climate indicates that parents are very satisfied with school-community relations and students are happy to attend Tallebudgera State school. Staff survey data indicates high morale, quality professional relationships and a feeling of being valued and recognised for their work. The results were above the state mean.

Involving parents in their child's education.

Parents are invited to assist their child's education through involvement in the Support –a –Reader Program. This program is coordinated through our Learning Support Teacher who provides tutoring to parents prior to them working in the classrooms.

Parents and caregivers are also encouraged to be actively involved in the ways:

P& C

Our staff profile

Music Committee

Aerobics and Dance instructors

Tuckshop volunteers

Sports Committee

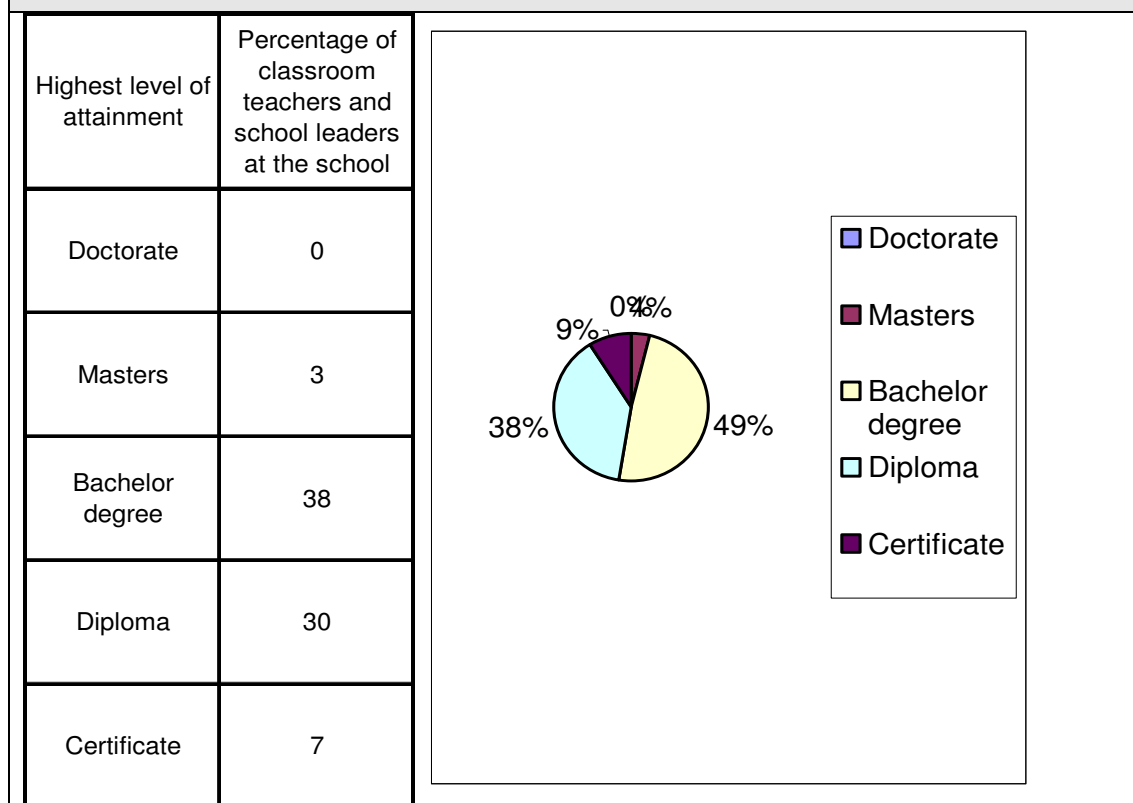
Book Club coordinator

Student "expo's" of term's work and Higher Order Thinking Tasks

Chess Club

The school prides itself on the level of community involvement in end of term celebrations, graduations, grandparents' days, and extra curricular activities.

Qualifications of all teachers



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2007 were \$34816.

The major professional development initiatives undertaken were :

Early Childhood Education

Planning Days enabling teachers to share best practice, engage in planning units of student work based on the Essential Learnings Framework and to develop student criteria sheets for assessment.

ICT: Staff were involved in INTEL accreditation.

Kidsmatter : As a pilot school for this program all staff have been provided with initial training sessions facilitated by nationally accredited personnel.

Values Education

Maths: Staff have engaged in training of Maths Investigations to ensure that students are immersed in "hands-on" learning activities.

Literacy: On going professional development in early years Literacy and English strategies have been provide across the stages of learning.

The involvement of the teaching staff in professional development activities during 2007 was 86%.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2007.

Proportion of staff retained from the previous school year.

From the end of the 2006 school year, 84% of staff was retained by the school for the entire 2007 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2007 was 94 %.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	(Recommended). The results below are available on the Corporate Data Warehouse webpage "Additional Support with State and Like School Benchmarks."
	Percentage of students not requiring additional support
Reading	77%
Writing	89%
Number	79%

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	513	587	665	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	87 %	71%	87 %
		2006	88 %	88 %	82 %
Writing	Average score for the school	510	605	675	
	Average score for Queensland	523	600	681	
	Percentage of students at the school above the national benchmark	2007	89 %	92 %	96 %
		2006	88 %	96. %	97 %
Numeracy	Average score for the school	519	578	638	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	88 %	76 %	73 %
		2006	95 %	96 %	76 %

Other Key Outcomes

Value added

In Year Three the school's Literacy data indicates that results in Reading remained similar to that of the previous year and there was a slight increase in achievement in Writing in 2007. The Numeracy data for 2007 indicates the need for additional intervention for students requiring assistance.

In Year 5 the data indicates that in Reading, and Numeracy additional support needs to be provided to assist students who have particular needs in certain aspects of these two subjects whilst in Writing our students are achieving above the national benchmark.

In Year 7 the Reading data indicates that there has been a 5% increase in the number of students above the national benchmark rising from 82% to 87% whilst results for writing have remained fairly static with 96% of students above the national benchmark. In Numeracy a similar situation exists with results reflecting that 73% of students are above the national benchmark. The school recognises that a number of students in the 2007 cohort have experienced difficulties with numeracy over a period of time and have received continuous support to assist them in achieving enhanced outcomes.

Over a period of three years (2005-2007) the systemic data demonstrates continual growth in reading and writing whilst spelling has remained static. The trends have informed the school that intervention strategies are having a significant impact on student outcomes in Reading and Writing. Early intervention for students experiencing academic difficulties will continue with emphasis being placed on effective pedagogical practices in Spelling and Numeracy.

Parent, student and teacher satisfaction with the school

Parent general satisfaction with our school has continued to reach state benchmarks indicating that our parent community is satisfied that this a good school. Parents particularly believe that the school makes them feel welcome, that the computer technology resources in the school are readily accessible to their children and that the curriculum is meeting their children's needs.

Teacher general satisfaction is well above the state benchmark. Teachers particularly are very satisfied with the physical work environment, school operations, staff morale and work value and recognition.

Student general satisfaction demonstrated an increase from 2005 -2006 however it has experienced a decline between 2006 and 2007. Overall data demonstrates that students believe that Tallebudgera is a good school.