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School Profile

Enrolment numbers:	Preschool	75
	Prep	25
	Year 1	105
	Year 2	107
	Year 3	86
	Year 4	101
	Year 5	109
	Year 6	101
	Year 7	<u>100</u>
	Total	<u>809</u>

Curriculum offerings

(a) DISTINCTIVE CURRICULUM OFFERINGS

Our school community highly values all the 'extra' qualities in its citizens. Attributes like being able to communicate effectively in this ever expanding world of information and communication technologies and the continuing development of a thirst for knowledge are incorporated into our School Curriculum Plan

The required key learning areas of English, Mathematics, Science, etc. are incorporated into four curriculum organizers. The organizers are:

- Diversity and Creativity
- Environment and Citizenship
- Communication and Technologies
- Change Management

By organising our prescribed curriculum into these areas we are satisfying the desire of our school community to be providing our children with the most balanced curriculum offerings.

(b) EXTRA CURRICULUM OFFERINGS

As well as full classroom curriculum, the Tewantin State School offers several extra curricular activities to enhance student offerings.

Music We have a music program which reaches beyond the basic curriculum to include guitar group, singing groups, drumming group, instrumental marching band, key boarding and dance group.

Swimming: In addition to the in-school swimming program, students have direct access to the Tewantin Noosa Swim Club which operates out of our pool.

Technology: Our school employs a full time Technology Coordinator to enhance student use of computers and to keep our large number of classroom and lab computers well maintained.

Sport: Tewantin State School is located near the Tewantin Sports Complex and has close liaison with local sporting clubs. Students are able to walk from school in the afternoon to participate in a large range of sporting clubs which operate out of the complex.



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Social climate

Tewantin State School strives to be a very friendly and open school. We believe it is important for staff, students and parents to enjoy their experiences and to enjoy interacting with each other.

We place special emphasis on students feeling safe in our school:

- Our Behaviour Management Policy is based on Choice Theory.
- We have daily discussion sessions in each classroom to ensure that students behave in a friendly manner towards each other.
- We have a full time Guidance Officer who can be accessed by parents and students wishing to discuss problems.
- All staff (including administration) have an "open door" policy and welcome any parents or students who wish to raise concerns.
- Our G.I.F.T. Program (Grandparents in Friendship and Tutoring) involves senior members of our community in classroom activities to support students in a variety of activities.

School Opinion Survey results give witness to our success in providing a safe and happy environment.

S.O.S. QUESTIONS	SCHOOL SCORE	STATE AVERAGE
Parents (S144): How satisfied are parents that their child is safe at school?	3.24	3.02
Students (S151): How satisfied are students that they are happy at this school?	3.63	3.17

Parents and the community

- (a) Parents are actively invited to participate in a range of classroom and school activities:
- Classroom helpers are widely used and appreciated.
 - Parents are welcomed into decision making forums such as the School Council, the P&C Association and other working groups such as the TravelSmart Committee, the Pool Management Committee and the Safety House Committee.
 - Parents also offer their support by organizing Book Club, the Tuckshop, Uniforms and the school newsletter
- (b) Parents who raise concerns are appreciated as they give us the opportunity to make our school a better place.
- (c) We have a particular policy of keeping parents fully informed of their child's progress and behaviour. To achieve this we undertake the following:
- End of Term 1 phone around by the classroom teachers to all parents to give a brief report and to elicit any parental concerns.
 - End of Term 2 Student Reports and parent interviews.
 - End of Term 4 Student Reports and parent interviews.
 - Availability of teachers at any time during the year for discussion with parents

Key outcomes in the early and middle years

Results in the Year 2 Diagnostic Net

Performance measures: percentage of students not requiring additional support	
Strands	Result (%)
	2005
Reading	73.9%
Writing	80.7%
Number	77.3%

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

Strands	Measures	Results for 2005		
		Year 3	Year 5	Year 7
Reading	School average on Queensland Test	548	605	676
	Queensland average	548	614	689
	Percentage of students at school above national benchmark	87.6%	75.3%	84.2%
Writing	School average on Queensland Test	505	591	688
	Queensland average	509	606	746
	Percentage of students at school above national benchmark	80.4%	87.6%	94.1%
Numeracy	School average on Queensland Test	538	597	645
	Queensland average	534	605	663
	Percentage of students at school above national benchmark	87.6%	81.6%	73.3%



Professional engagement in 2005

DISTINCTIVE SKILLS OF THE TEACHING STAFF:

- Good representative of experienced teachers with 20 of 29 classroom teachers being senior teachers.
- Five permanent beginning teachers are graduates of the Bachelor of Learning Management course at Noosa Hub of CQU.
- Three reading recovery trained teachers.
- Three net key teachers
- Each major sport is represented by at least one player/coach on teaching staff.
- Many teachers can play musical instruments.
- Four teachers involved in delivering university courses in maths and teacher professionalism.
- Teachers offer interest groups, eg. chess, calligraphy, computer
- Formal post graduate degrees in psychology, speech development, behaviour support, literacy and numeracy.

STAFF DEVELOPMENT PRIORITIES FOR 2005:

- Creation of school overview (both yearly and term-by-term) for English and Maths to directly connect with the new syllabus documents
- Development of "Thinking, reasoning and working mathematically" through staff development programs in open ended questioning and the development of a more "hands on" approach to learning.
- Reviewing our processes of reporting to parents – culminating in the development of a more appropriate written report

School Opinion Survey Outcomes:

In the annual survey of students, parents and staff conducted across all Queensland schools, Tewantin State School scored significantly above the state average in 78% of the questions asked of our school community.

The overall ratings for each group (students, parents, staff) are summarized below:

S.O.S. 2005	STUDENTS	PARENTS	STAFF
School Score	3.49	3.19	3.28
State Average	2.99	2.92	2.85

