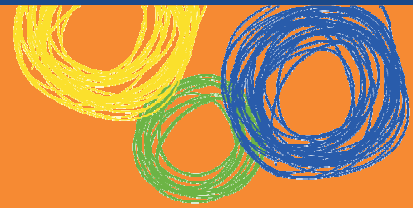


Thallon State School (1278)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Thallon State School promotes life-long learning for all school community members and plays a vital role in enabling the enhancement of choices for future pathways. At Thallon State School, we provide quality education that assists all students to value learning, develop judgment and a sense of responsibility, understand the past and prepare them to embrace the future. At Thallon State School, students are equipped for the future to enable them to contribute to a socially, economically and culturally vibrant society. We are committed to excellence, inclusiveness, participation, safety and accountability in all learning and development experiences offered. High expectations are in place for all school community members, and the attitude and behaviour of always doing your best is promoted and modelled by all. ***The Thallon SS way is to be at school every day, always do your best, live and learn together, and to be safe, responsible and respectful!***

School progress towards its goals in 2012

School and Student Performance

- Achieved NAPLAN targets for Reading, Writing, Spelling, Numeracy, Year 3 & 7 Grammar & Punctuation
- Continued to enhance overall positive student attitude and commitment towards school in general
- Continued implementation of EATSIPS Implementation Plan

Implementation of National Curriculum

- Adopted and aligned School Curriculum Plan with Australian Curriculum
- All teachers implemented Australian Curriculum and utilised C2C resources
- Aligned and implemented Whole School Assessment & Reporting Framework with Australian Curriculum
- Adhered to time allocations for English, Science & Maths
- Continued to implement and enhance CT&L Audit recommendations from 2010

Staff Development & Performance

- All staff worked towards achieving targets set in their Personal Development Plans
- Principal Performance and Development Plan negotiated with ARD and completed
- All school staff accessed Professional Development appropriate to the school with a focus on Literacy & Numeracy
- Teachers worked collaboratively on planning, assessment and reporting

Community confidence

- SOS data comparable with Like School Data
- Maintained a high level of parent and community involvement in the school and classroom activities

Queensland State School Reporting

2012 School Annual Report



Future outlook

At Thallon State School in 2013, students in all year levels will have access to explicit teaching and learning practices throughout the school community, enabling all participants to engage in meaningful and enriching learning experiences. Our key goals for 2013 are:

School and Student Performance

1. Achieve all School targets
2. Increase achievement levels in areas of reading, writing, spelling, grammar, punctuation and numeracy for all students, with emphasis on reading & numeracy
3. Continue implementation of EATSIPS Implementation Plan
4. Use data to inform teaching practices
5. Refer to Regional Benchmarks for guidance around individual targets for all students

Implementation of National Curriculum

6. Embed School Curriculum Plan with alignment to Australian Curriculum
7. All teachers implementing Australian Curriculum and utilising C2C resources
8. Embed and implement Whole School Assessment & Reporting Framework
9. Adhere to time allocations for all subjects

Staff Development & Performance

10. Professional Development appropriate to the school engaging with Regional direction around Explicit Teaching, SWPBS, Differentiation
11. All staff to work towards achieving targets set in their Personal Development Plans
12. Principal Performance and Development Plan to be negotiated with ARD and progressed
13. Teachers to work collaboratively on planning, assessment and reporting, District Moderation
14. Adopt Explicit Teaching Lesson Structure
15. Work with Pedagogy Coach and continue coaching and feedback sessions at school level

Community Confidence

16. SOS data to be comparable with Like School Data
17. Maintain a high level of parent and community involvement in the school and classroom activities
18. Reinforce productive partnerships with students, staff, parents, and the community

Other School Based Key Priorities

19. Plan to transition Year 7 to high school
20. Continue to update the school's website
21. Continue to promote responsibility and accountability levels of all staff, parents and students
22. Continue to offer Playgroup for 0-5 year olds at school site

Our school at a glance

School Profile

Thallon State School is a small rural primary school situated 80 kilometres south of St George.

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	44	24	20	95%
2011	49	27	22	85%
2012	42	22	20	82%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The students of Thallon State School come from varied socio-economic backgrounds and cultures. There are a small number of students that are of Aboriginal descent and South African descent.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	19	25	11
Year 4 – Year 10	21	23	11
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days			
Long Suspensions - 6 to 20 days			
Exclusions			
Cancellations of Enrolment			

Our school at a glance

Curriculum offerings

Our curriculum delivery and school operations align with the departmental, regional and cluster initiatives which are developed through consultation with learning and social communities. Our distinctive curriculum offerings are:

Visiting Specialists – Health & Physical Education, The Arts and Instrumental Music.

Learning Support for students is coordinated through collaboration between classroom teachers and itinerant specialists and support teachers through cluster workforce agreements. A local Support Teacher Literacy & Numeracy provides support one day per week.

LOTE (Japanese) is delivered to Year 6 & 7 students via iConnect with BSDE coordinating.

Extra curricula activities:

Learn to Swim Classes (Term 1 and Term 4)

School Chaplain Program

Visiting Artists

Arts Councils

School Choir – Goondiwindi Eisteddfod

District School Sport

How Information and Communication Technologies are used to assist learning:

ICTs are taught within the classrooms as part of the curriculum. Students engage in a range of activities in the School's computer lab and classrooms. Interactive smart boards and iPads have been utilised in classroom lessons as an alternative to the traditional classroom board. The introduction of Mathletics, Literacy Planet and ABC Reading Eggs has also allowed students to engage and enhance their ICT skills during Math and English lessons.

Social climate

At Thallon State School, all staff work closely to ensure each student's individual needs are catered for. Students, Staff and Parents work together to maximise learning outcomes. At Thallon State School we subscribe to the following values:

- Being safe
- Being responsible
- Being respectful
- Always trying your best
- Every day counts

The Thallon SS way is to be at school every day, always do your best, live and learn together, and to be safe, responsible and respectful!

Our school at a glance

Parent, student and staff satisfaction with the school

Overall satisfaction levels of the school community have been on the increase for the past three years.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	84.2%
this is a good school	89.5%
their child likes being at this school*	89.5%
their child feels safe at this school*	89.5%
their child's learning needs are being met at this school*	73.7%
their child is making good progress at this school*	78.9%
teachers at this school expect their child to do his or her best*	89.5%
teachers at this school provide their child with useful feedback about his or her school work*	78.9%
teachers at this school motivate their child to learn*	84.2%
teachers at this school treat students fairly*	73.7%
they can talk to their child's teachers about their concerns*	89.5%
this school works with them to support their child's learning*	89.5%
this school takes parents' opinions seriously*	84.2%
student behaviour is well managed at this school*	94.7%
this school looks for ways to improve*	94.7%
this school is well maintained*	94.7%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%

Our school at a glance

teachers treat students fairly at their school*	95.2%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	95.2%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	86.7%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Thallon State School shares a long standing partnership with the townships of Thallon, Daymar, surrounding properties and border community Mungindi. We provide organised activities and opportunities for our parents to be involved in their child's learning. The involvement includes:

- Volunteers with sporting activities
- Volunteers in the tuckshop
- Volunteers in P&C activities
- Volunteers in the school and classrooms
- Contact is made with class teachers by phone, note, face to face, email
- Written reports are distributed at the end of each semester
- Parents are strongly encouraged to take advantage of our face to face Parent Teacher Conferences
- Progress Reports are placed in homework books each week
- Strategic decisions within the school are achieved through an established process, which invites input from staff and parents via the P & C
- Playgroup is held fortnightly at school

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

An overall emphasis has been made on energy conservation throughout the school. Solar panels were installed at the end of 2009 and have assisted with reducing energy consumption. Staff and students are constantly reminded of the importance of switching off lights and fans when they leave a room. Also, closing doors and windows while air-conditioning is in use.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	18,606	2,800
2010-2011	28,544	382
2011-2012	19,325	382

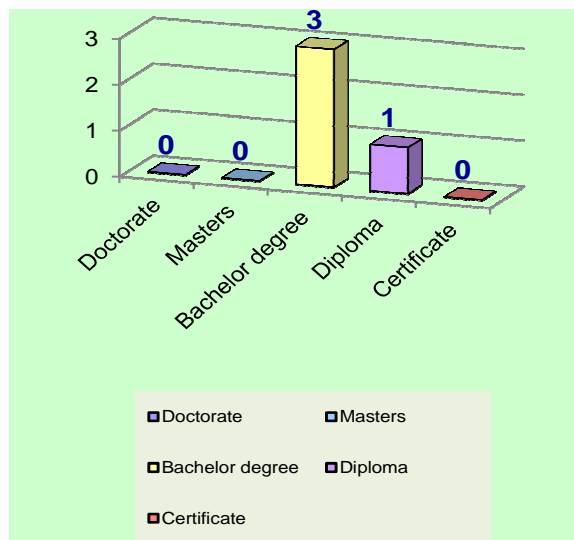
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	<5
Full-time equivalents	2.4	2.5	<5

Qualifications of all teachers

Doctorate	0
Masters	0
Bachelor degree	3
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$4675.15.

The major professional development initiatives are as follows:

First Aid, CPR, Crossing Cultures, C2C, iPad Training, Essential Skills Classroom Management, Procurement Training, Internet search – downloading, Principal Conferences

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	99.3%	98.2%	98.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	82%	92%	88%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

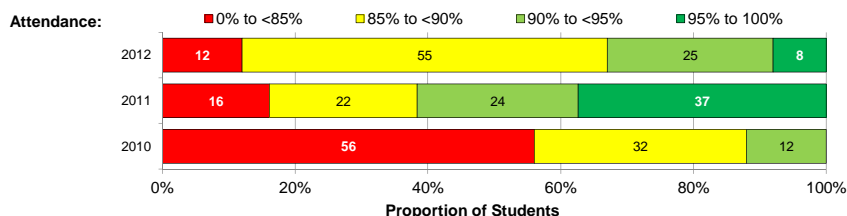
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	81%	83%	83%	82%	84%	84%	83%					
2011	87%	90%	92%	93%	94%	92%	91%					
2012	90%	84%	85%	88%	89%	90%	87%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Regular attendance is encouraged and consistent attendance is acknowledged via our 100% Attendance Board. Consistent non-attendance is followed up via a phone call and or a note to the parent concerned. If there is no improvement, reference to DETE policies for student absences is made and progressed.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Performance of our students

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The attendance gap between indigenous and non-indigenous students for Semester 1, 2012 was 4.3%. Compared to the 2011 gap of 3.5%, the attendance gap is once again opening. In reading, writing and numeracy, the indigenous students' achievements are comparable with their non-indigenous peers.