

# Thallon State School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address	15 Henry Street Thallon 4497
Phone	(07) 4625 9139
Fax	(07) 4625 9152
Email	the.principal@thallonss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Ms Lisa Foster

## 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, respectful and an active learner!***

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2013

#### School and Student Performance

- Achieved NAPLAN targets (NMS) for Reading, Writing, Spelling, Numeracy, Year 5 & 7 Grammar & Punctuation
- Continued to enhance overall positive student attitude and commitment towards school in general
- Adopted School Wide Positive Behaviour Support as philosophy for behaviour management at Thallon SS
- 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 all subjects
- 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 high level of parent involvement in the school
- Prospective parent days held for new parents
- Welcome BBQ for new parents engaged community and was a great success

#### Other Priorities

- School website updated to new 'Websites for Schools' platform
- Transition days held with different high schools to support Year 7 going to high school

### Future outlook

At Thallon State School in 2014, 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 2014 are:

#### School and Student Performance

1. *Achieve all School targets*
2. *Improve attendance to above 94% for all students*
3. *Increase achievement levels in areas of reading, writing, spelling, grammar, punctuation and numeracy for all students, with emphasis on reading & spelling*
4. *Drive implementation of EATSIPS Implementation Plan*
5. *Engage staff and community in school data to drive student improvement*
6. *Build capacity of staff members to utilise data to inform teaching practise and whole school intervention*
7. *Develop explicit teaching model to deliver National Curriculum*
8. *Actioning strategies outlined in Great Results Guarantee to ensure all students achieve NMS or have Evidence Based Plans to support their learning*
9. *Refer to Regional Benchmarks for guidance around individual targets for all students*

#### Implementation of National Curriculum

1. *Embed School Curriculum Plan with alignment to Australian Curriculum*
2. *All teachers implementing Australian Curriculum and utilising C2C resources*
3. *Embed and implement Whole School Assessment & Reporting Framework*

# Queensland State School Reporting

## 2012 School Annual Report



4. *Differentiate ACARA for all students recording through Thallon State School Differentiation Planner, ILP's and EBP's*

### Implementation of School Wide PBS

1. *Develop and follow explicit teaching plan for the teaching of positive behaviour*
2. *Utilise behaviour data to inform decisions*
3. *Input behaviour data to one school*
4. *Use Action Plan to direct growth of SWPBS*

### Staff Development & Performance

1. *Professional Development appropriate to the school engaging with Regional direction around Explicit Teaching, SWPBS, Differentiation and Coaching and Feedback*
2. *All staff to work towards achieving targets set in their Developing Performance Plans*
3. *Principal Performance and Development Plan to be negotiated with ARD and progressed*
4. *Teachers to work collaboratively on planning, assessment and reporting, District Moderation*
5. *Teachers to engage in regular feedback sessions with peers*
6. *Principal to engage a coach and engage a coachee*
7. *Implement Explicit Teaching Lesson Structure*
8. *Work with Pedagogy Coach to enhance pedagogy of teachers*
9. *Support attendance at and provide Professional Development around the implementation of new ACARA learning areas.*

### Community confidence

1. *SOS data to be comparable with Like School Data*
2. *Maintain a high level of parent and community involvement in the school and classroom activities*
3. *Reinforce productive partnerships with students, staff, parents, and the community*
4. *Key decisions backed up by strong, relevant and transparent data*

### Other School Based Key Priorities

1. *Support the transition of both Year 6 and 7 to high school, as Year 7 is phased out.*
2. *Increase use of new school website for parent communication.*
3. *Continue to offer and promote Playgroup for 0-5 year olds at school site*
4. *Uphold and promote pride in school grounds*

# 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 2013: **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	49	27	22	85%
2012	42	22	20	82%
2013	41	20	21	77%

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 Indigenous descent.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	25	11	11
Year 4 – Year 7 Primary	23	11	12

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

# 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. This includes a Student's with Disabilities (SWD) teacher and Guidance Officer. A local Support Teacher Literacy & Numeracy (StLaN) 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, Rainforest Maths 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 follow the School Wide Positive Behaviour Support (SWPBS) philosophy. This is underpinned by the following expectations:

- Be safe
- Be responsible
- Be respectful
- Be an active learner

At Thallon State School, we expect students to be at school every day. To support this we reward and encourage attendance weekly, with large incentives once per Term. At Thallon State School, every day counts to learn and achieve.

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

## Parent, student and staff satisfaction with the school

Parent, student and staff satisfaction with the school is generally high. In 2013, a greater number of parents said that this is a good school, and felt that teachers have high expectations for students. Students demonstrate a high level of satisfaction in all areas of school, and this is apparent in their enthusiasm and commitment while at school. Staff morale is high, and all staff are very satisfied with the majority of areas at school.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	84%	79%
this is a good school (S2035)	89%	92%
their child likes being at this school* (S2001)	89%	71%
their child feels safe at this school* (S2002)	89%	79%
their child's learning needs are being met at this school* (S2003)	74%	79%
their child is making good progress at this school* (S2004)	79%	71%
teachers at this school expect their child to do his or her best* (S2005)	89%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	71%
teachers at this school motivate their child to learn* (S2007)	84%	79%
teachers at this school treat students fairly* (S2008)	74%	71%
they can talk to their child's teachers about their concerns* (S2009)	89%	79%
this school works with them to support their child's learning* (S2010)	89%	93%
this school takes parents' opinions seriously* (S2011)	84%	77%
student behaviour is well managed at this school* (S2012)	95%	71%
this school looks for ways to improve* (S2013)	95%	86%
this school is well maintained* (S2014)	95%	93%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	92%
they feel safe at their school* (S2037)	100%	92%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	95%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%

# Our school at a glance

student behaviour is well managed at their school* (S2044)	95%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

## Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	91%
student behaviour is well managed at their school (S2074)	82%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	91%
their school gives them opportunities to do interesting things (S2079)	100%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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

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. To support this, in 2013, door closers were installed on most doors in the school to ensure a more effective use of air-conditioning. During holiday periods, there is a continued focus to ensure all power points are switched off at the wall.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	28,544	382
2011-2012	19,325	382
2012-2013	20,283	382

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



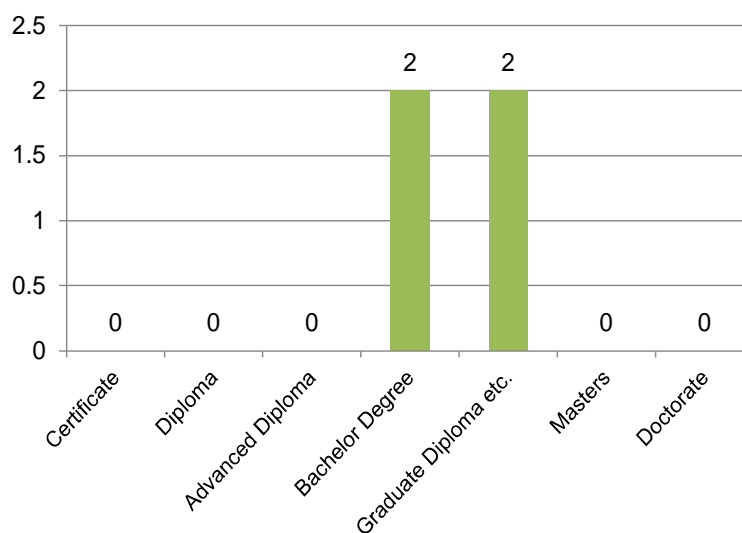
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	<5
Full-time equivalents	3	3	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.	2
Masters	0
Doctorate	0
<b>Total</b>	<b>4</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$9826.37.

The major professional development initiatives are as follows:

First Aid, CPR, C2C, iPad Diverse Learners Training, Essential Skills Classroom Management, Engaging Staff Meetings, Coaching and Feedback, Pedagogical Frameworks, Non Violent Crisis Intervention, School Wide Positive Behaviour Support (SWPBS), Procurement Training, Principal Conferences

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

### Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 62% of staff was retained by the school for the entire 2013 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

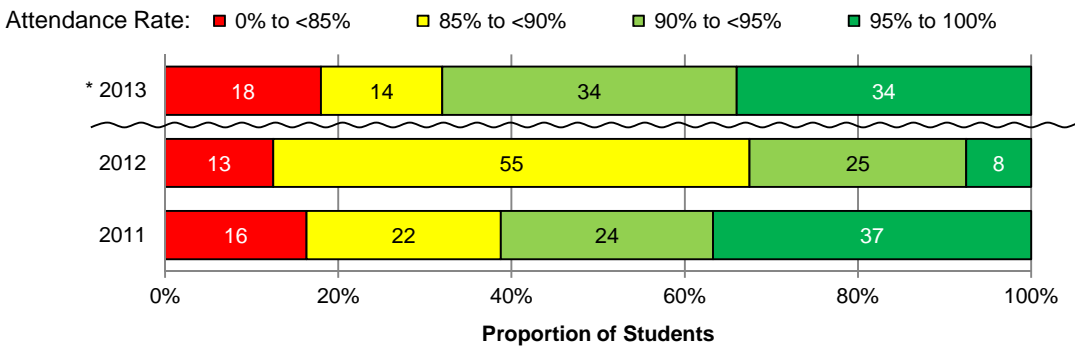
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	88%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011	87%	90%	92%	93%	94%	92%	91%					
2012	90%	84%	85%	88%	89%	90%	87%					
2013	91%	94%	80%	91%	89%	90%	94%					

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

**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 2013 was 0.8% with Indigenous students being the higher attending cohort (90.7% to 89.9%). This demonstrates that at Thallon State School the gap has currently closed, as compared to the 2012 gap of 4.3%. This should be celebrated, however Thallon State School is persistently working on maintaining high levels of attendance, and improved attendance for all students. In reading, writing and numeracy, in 2013, Indigenous students' achievements were lower across the board when comparing with their non-indigenous peers.

