

Thallon State School

Queensland State School Reporting

2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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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, respectful and an active learner!

School progress towards its goals in 2014

School and Student Performance

- 100% of students at or above National Minimum Standard in NAPLAN testing
- Achieved NAPLAN targets for all domains (Reading, Writing, Numeracy, Spelling, Grammar & Punctuation)
- All staff engaged in EATSIPS training as per EATSIPS implementation plan
- All Prep students tested on Early start materials with significant improvements across the year
- Increased engagement of teachers in school and diagnostic testing data as we look at analysis and actions in response to data
- All staff and students engaged in Spelling Mastery and Soundwaves to create an effective direct instruction spelling program for Thallon State School students
- 2014 Audit results demonstrating significant improvements in all areas of Teaching and Learning

Implementation of National Curriculum

- Aligned and updated all school plans to ensure currency and alignment with Australian Curriculum
- All teaching staff engaged in Module 3: Explicit Instruction with Anita Archer, resulting in consistent practice across the school
- All students recorded for each unit on the Thallon SS Differentiation Planner

- All teaching staff engaged in collegial feedback and work with the Pedagogy Coach to refine practice around Explicit Instruction

Implementation of School Wide PBS

- Weekly explicit teaching of PBL focus
- Lesson plans developed for every expectation on the matrix
- Behaviour data recorded on One School for all major behaviours

Staff Development & Performance

- All staff worked towards goals set up in their twice yearly Developing Performance meetings
- Principal performance plan negotiated and completed with ARD support
- All school staff focussed on Professional Development around Explicit Instruction
- Teachers are engaged in Collegial feedback in which they view each other's practice and provide feedback

Community confidence

- 90% of parents are attending parent teacher interviews twice a year, to engage in their students education
- Productive partnerships with community organisations grown and maintained, specifically with the Early Education facility in Thallon

Other Priorities

- Increased utilisation of the school website for communication to parents and community

Future outlook

School and Student Performance

1. **Improve attendance** to above 94% for all students
2. **Maintain all students reaching NMS and increase percentage in U2B**
3. **Increase achievement levels in Numeracy** for all students
 - Engage staff and community in school data to drive student improvement
 - Build capacity of staff members to utilise data to inform teaching practise and whole school intervention
 - Engage 0.1 StLaN and 0.2 FTE additional staffing
 - Actioning strategies outlined in Great Results Guarantee to ensure all students achieve NMS or have Evidence Based Plans to support their learning
 - Refer to Regional Benchmarks for guidance around individual targets for all students

Differentiation and provision of Purposeful Feedback

1. *Maintain recording of differentiation of ACARA for all students through Thallon State School Differentiation Planner, ILP's and EBP's*
2. *Support attendance at and provide Professional Development around differentiation and effective feedback*
3. *As a team create a consistent method of providing and recording meaningful feedback for students*

Maintain Positive Behaviour for Learning

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

Staff Development & Performance

1. *All staff to work towards achieving targets set in their Developing Performance Plans*
2. *Principal Performance and Development Plan to be negotiated with ARD and progressed*
3. *Teachers to work collaboratively on planning, assessment and reporting, District Moderation*
4. *Teachers to engage in regular feedback sessions with peers*
5. *Principal to engage a coach and engage a coachee*
6. *Implement Explicit Teaching Lesson Structure*
7. *Work with Pedagogy Coach to enhance pedagogy of teachers*

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*
 - *Utilise website/online platforms more frequently to enhance communication*

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	42	22	20	82%
2013	41	20	21	77%
2014	34	14	20	62%

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		
	2012	2013	2014
Prep – Year 3	11	11	9
Year 4 – Year 7 Primary	11	12	11

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive 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 e.g. NAIDOC Week
- 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, Soundwaves Online 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 Positive Behaviour for Learning (PBL) 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	84%	79%	88%
this is a good school (S2035)	89%	92%	88%
their child likes being at this school* (S2001)	89%	71%	75%
their child feels safe at this school* (S2002)	89%	79%	88%
their child's learning needs are being met at this school* (S2003)	74%	79%	88%
their child is making good progress at this school* (S2004)	79%	71%	88%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school expect their child to do his or her best* (S2005)	89%	93%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	71%	75%
teachers at this school motivate their child to learn* (S2007)	84%	79%	88%
teachers at this school treat students fairly* (S2008)	74%	71%	63%
they can talk to their child's teachers about their concerns* (S2009)	89%	79%	88%
this school works with them to support their child's learning* (S2010)	89%	93%	88%
this school takes parents' opinions seriously* (S2011)	84%	77%	75%
student behaviour is well managed at this school* (S2012)	95%	71%	63%
this school looks for ways to improve* (S2013)	95%	86%	88%
this school is well maintained* (S2014)	95%	93%	75%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	92%	80%
they feel safe at their school* (S2037)	100%	92%	90%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	95%	100%	80%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	95%	100%	80%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	90%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	91%
students are encouraged to do their best at their school (S2072)		100%	91%
students are treated fairly at their school (S2073)		91%	82%
student behaviour is well managed at their school (S2074)		82%	91%
staff are well supported at their school (S2075)		100%	91%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school takes staff opinions seriously (S2076)		100%	91%
their school looks for ways to improve (S2077)		100%	91%
their school is well maintained (S2078)		91%	91%
their school gives them opportunities to do interesting things (S2079)		100%	91%

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

'Agree' represents the 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
- Playgroup is held fortnightly at school
- 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
- Parents are supported and encouraged to further their tertiary education with the support of the school in Teacher Aide Certificate courses

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, fans and heaters/air conditioners when they leave a room. Also, closing doors and windows while air-conditioning is in use. During holiday periods, there is a continued focus to ensure all power points are switched off at the wall.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	19,325	382
2012-2013	20,283	382
2013-2014	19,787	312

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

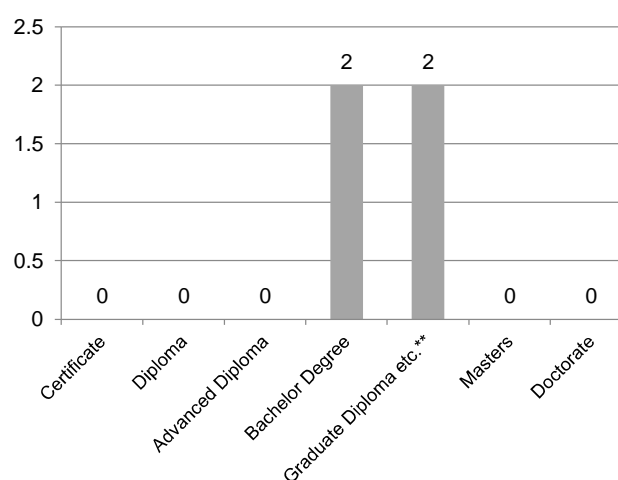
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	<5
Full-time equivalents	3	3	<5

Qualification 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
Total	4



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$[INSERT VALUE].

The major professional development initiatives are as follows:

- First Aid and CPR
- Module 3: Explicit Instruction with Anita Archer
- Active Supervision
- Project 600 Supervisor training
- Regional Principals Conference
- GROWTH Coaching Phase 1 – 3
- Solutions Focused Performance (QELI)

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	96%

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 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	90%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

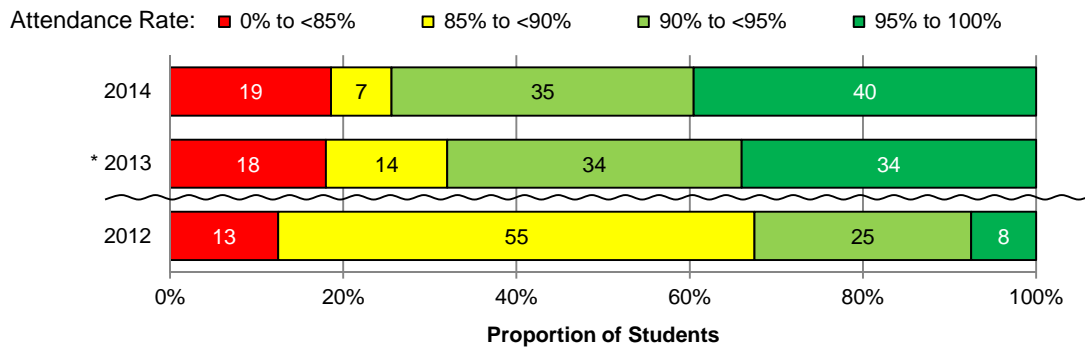
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	90%	84%	85%	88%	89%	90%	87%					
2013	91%	94%	80%	91%	89%	90%	94%					
2014	91%	91%	92%	89%	96%	91%	DW					

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 after 2012 to that of previous years.

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. Students received a raffle ticket for every full week of school they attend. A large prize is drawn at the end of each Term, as well as recognition certificates for 100% attenders. 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 in 2014 was 5.4% (Indigenous students 87.7% to Non Indigenous 93.1%). Thallon State School is persistently working on promoting high levels of attendance for all students. To improve attendance and close the gap in attendance, incentives, community communication and recognition strategies are being employed. In reading, writing and numeracy, in 2014, Indigenous students' achievements were lower across the board when comparing with their non-indigenous peers, however the gap between student cohorts was significantly smaller than in 2013. This demonstrates the high expectations for all students at Thallon students.