Thallon State School
Queensland State School Reporting
2015 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, respectful and an active learner!

School progress towards its goals in 2015

School and Student Performance

1. Whole-school attendance improved to above 94%
2. Maintained all students reaching NMS and percentage of students in U2B was also maintained
3. Increased achievement levels in Numeracy for all students, with 50% of Year 3 and Year 5 students achieving in the U2B, and Year 5 students achieving a MSS greater than the national average
   - Engaged staff and community in school data to drive student improvement
   - Built capacity of staff members to utilise data to inform teaching practise and whole school intervention
   - Engaged 0.1 StLaN and 0.2 FTE additional staffing
   - Actioned strategies outlined in Great Results Guaranteed to ensure all students achieved NMS or have Evidence Based Plans to support their learning
   - Regional Benchmarks used for guidance around individual targets for all students

Differentiation and provision of Purposeful Feedback

1. Maintained recording of differentiation of ACARA for all students through the Thallon State School Differentiation Planner, ILP's and EBP's
2. Provided Professional Development around differentiation and effective feedback to students
3. Created an effective feedback system to students

Maintain Positive Behaviour for Learning

1. Developed an explicit teaching plan for the teaching of positive behaviour
2. Behaviour data used to make informed decisions around PBL
3. Behaviour data inputed to one school and monitored through OSLP reporting

Staff Development & Performance

1. All staff achieved focus goals set out in Performance and Development Plans
2. Teachers worked collaboratively on planning, assessment and reporting, and District Moderation
3. Teachers engaged in regular feedback sessions with peers
4. Implemented whole-school Explicit Teaching pedagogy framework
5. Staff worked with Pedagogy Coach to enhance practise

Community confidence

1. Maintained a high level of parent and community involvement in the school and classroom activities
2. Reinforced productive partnerships with students, staff, parents, and the community
   - Utilised website and social media more frequently to enhance communication

Future outlook

1. **Whole-School Approach: Teaching Reading**

   - Review whole school reading program.
   - Implement the strategies outlined in I4S.
   - Implement a whole school approach to teaching reading, including reading procedures, decoding strategies and comprehension strategies.
   - Teacher observation and feedback sessions to support professional development of effective teaching of reading.
   - Upskilling of teacher aides to ensure consistent teaching of reading decoding and comprehension strategies across the school.
   - Implement strategies and pedagogy outlined in Core Modules 1,2,3, and 5.
   - Teaching staff to complete online modules 'How to teach reading online'.
   - Teaching staff will participate in peer observation and feedback session, to improve professional practise. Sessions will be focused on the Reading Improvement Agenda. Teachers will use the 'Three positives and a polisher' model.

Purposeful use of data

   - Guided by the collaborative inquiry model, Teachers are to implement short data cycles in response to Pat Reading and PM and Prose inventory reading records.
   - Effective teaching strategies and differentiation in Student individual plans (EBP, PLP and ICP) should reflect Pat Reading and reading record data.
   - Implement targeted intervention in response to data analysis.

2. **Whole-School Approach: Explicit Instruction of Vocabulary (STRIVE)**
   - Implement STRIVE explicit instruction vocabulary routine.
   - Participate in STRIVE professional development.

3. **Whole-School Approach: Teaching Number Facts**

   - Re-engage staff with Mental Strategies booklet to ensure a consistent approach to teaching Number facts so that students not only develop understanding as well as fluency and accuracy of recall to automaticity.
   - Review iAims initiative to incorporate an active approach to practise opportunities.
   - Embed explicit teaching of mental number recall strategies and provide practise opportunities to improve fluency, accuracy and automaticity.

Purposeful use of data

   - Guided by the collaborative inquiry model, Teachers are to implement short data cycles in response to Pat Maths, NAPLAN and other Maths data analysis.

- Effective teaching strategies and differentiation in student individual plans (EBP, PLP and ICP) should reflect analysis of class assessment, Pat-Maths and NAPLAN data.

4. **Whole-School Approach: Teaching Problem Solving**

- Implement a whole-school approach to teaching Problem Solving.
- Engage staff in Unpacking the Australian Maths Curriculum professional development.
- Engage staff in Problem Solving and Think-board professional development.
- Implement Core Module 4.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	41	20	21	7	77%
2014	34	14	20	5	62%
2015	41	18	23	11	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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		
	2013	2014	2015
Prep – Year 3	11	9	9
Year 4 – Year 7 Primary	12		
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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
- 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 improve 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			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	79%	88%	33%
this is a good school (S2035)	92%	88%	33%
their child likes being at this school (S2001)	71%	75%	67%
their child feels safe at this school (S2002)	79%	88%	33%
their child's learning needs are being met at this school (S2003)	79%	88%	33%
their child is making good progress at this school (S2004)	71%	88%	33%
teachers at this school expect their child to do his or her best (S2005)	93%	88%	33%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	71%	75%	33%
teachers at this school motivate their child to learn (S2007)	79%	88%	33%
teachers at this school treat students fairly (S2008)	71%	63%	33%
they can talk to their child's teachers about their concerns (S2009)	79%	88%	33%
this school works with them to support their child's learning (S2010)	93%	88%	33%
this school takes parents' opinions seriously (S2011)	77%	75%	33%
student behaviour is well managed at this school (S2012)	71%	63%	33%
this school looks for ways to improve (S2013)	86%	88%	33%
this school is well maintained (S2014)	93%	75%	67%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	92%	80%	88%
they feel safe at their school (S2037)	92%	90%	94%
their teachers motivate them to learn (S2038)	100%	100%	94%
their teachers expect them to do their best (S2039)	100%	100%	88%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	88%
teachers treat students fairly at their school (S2041)	100%	80%	94%
they can talk to their teachers about their concerns (S2042)	100%	100%	94%
their school takes students' opinions seriously (S2043)	100%	100%	94%
student behaviour is well managed at their school (S2044)	100%	80%	100%
their school looks for ways to improve (S2045)	100%	100%	94%
their school is well maintained (S2046)	100%	90%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	91%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	91%	100%
students are treated fairly at their school (S2073)	91%	82%	100%
student behaviour is well managed at their school (S2074)	82%	91%	100%
staff are well supported at their school (S2075)	100%	91%	100%
their school takes staff opinions seriously (S2076)	100%	91%	100%
their school looks for ways to improve (S2077)	100%	91%	100%
their school is well maintained (S2078)	91%	91%	100%
their school gives them opportunities to do interesting things (S2079)	100%	91%	100%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Thallon State School shares a long-standing partnership with the townships of Thallon, Daymar, surrounding properties and the border community of 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
2012-2013	20,283	382

2013-2014	19,787	312
2014-2015	21,630	191

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	7	<5
Full-time equivalents	3	3	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	**5**
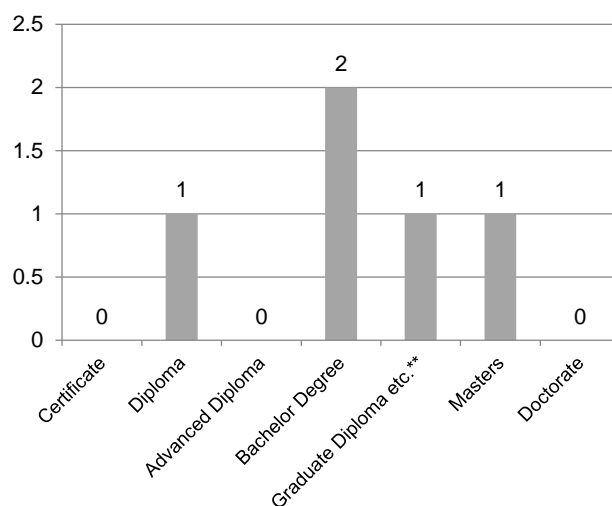
*Teaching staff includes School Leaders

**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 2015 was $13,724.38.

The major professional development initiatives are as follows:

- Purposeful analysis and use of data
- Differentiation
- Providing effective Feedback
- Peer mentoring and feedback
- Explicit Teaching Pedagogy Coach

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	99%

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 2015 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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	92%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	88%	96%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Queensland Government

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	DW	91%	94%	80%	91%	89%	90%	94%					
2014	93%	91%	91%	92%	89%	96%	91%	DW					
2015	94%	93%	95%	90%	96%	98%	97%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year				
2013	18	14	34	34
2014	19	7	35	40
2015	8	8	23	62

Proportion of Students
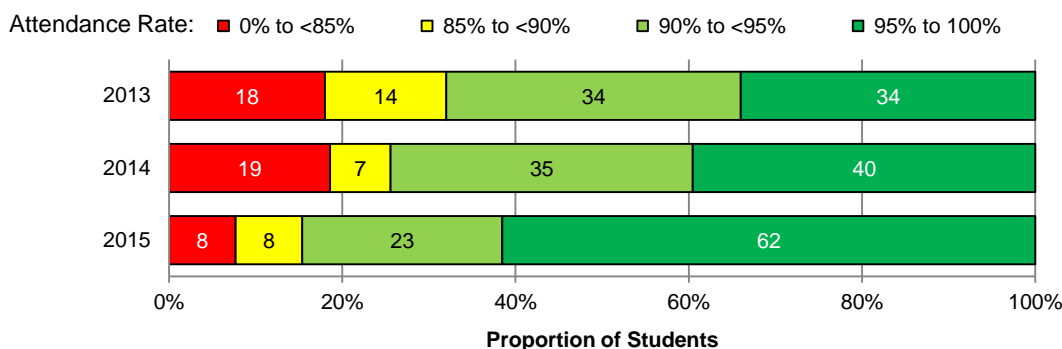
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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.**

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Find a school

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.