Thallon State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Queensland Government

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School Overview

Thallon State School is a small dynamic two-teacher rural primary school situated 78 kilometres south of St George in the Balonne cluster, and shares a long-standing partnership and many shared activities with the townships of Thallon and Daymar, surrounding properties and the border community of Mungindi. It is in the south-western area of the Darling Downs South-West Region. The students of this wheat/sheep/cattle/cotton community come from varied socio-economic backgrounds and cultures and there is a small number of students with an indigenous background. The school has a fairly constant enrolment between 40 to 50 children from Prep to Year 7 and is keenly supported by an active and interested parent community. A full curriculum is offered and children are taught in a range of multi-aged groups which cater to the learning needs of all students. The school is well-provided for with Music, HPE, Instrumental Music and Chaplaincy all visiting regularly. Individual needs are met by a constant and dedicated staff with everyone taking ownership of making Thallon School the very best it can be. The Thallon State School 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.

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, be safe, responsible, respectful and an active learner!

School Progress towards its goals in 2016

Improvement Priority	Progress Made	Status
Develop and implement a whole-school approach to teaching reading.	All teaching staff are engaged in an ongoing review of our whole-school approach to teaching reading, to ensure we are implementing what works best.	Ongoing
Implement short data cycles to inform effective teaching strategies and differentiation to improve students' learning outcomes.	The Inquiry Cycle has been adapted, and is being used in the implementation of short data cycles.	Ongoing
Complete online modules 'How to Teach Reading'.	All teachers and teacher-aides engaged in this professional development opportunity.	Completed 2016
Develop and Implement a whole-school approach for the Explicit Instruction of vocabulary.	The STRIVE approach to explicitly teaching vocabulary has been implemented, with all staff involved in professional development.	Completed 2016

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Develop and implement coaching and feedback framework.	A timetabled and agreed coaching and feedback framework is being developed.	To be completed 2017

Future Outlook

Improvement Priority	Targets	Status
Explicit Improvement Agenda: Teaching of Reading	• 100% of Year 3 and Year 5 students achieving a C-A standard in English in Semester One and Semester Two. • 100% of students achieving at or above the Regional Reading Benchmarks by the end of 2017. • All students on ICPs reach their targets in relation to the EIA in 2017.	Ongoing
Curriculum and Pedagogy	• 100% of Teachers using the Explicit Instruction Framework. • 100% of Teachers follow and implement the Assessment and Reporting Framework. • 100% of Teachers engage in Data Cycles aligned to the EIA.	Ongoing
Staff Capability Development	• 100% of Teachers and Teacher-Aides have completed and are working towards goals identified in their Professional Development Plans. • 100% of Teachers participate in regular coaching and feedback opportunities. • All Professional Development opportunities, offered to staff and aligned to EIA, are recorded in the whole-school Professional Learning Plan.	Ongoing
School-Community Partnerships	• Shared understanding of Explicit Improvement Agenda between school and wider school community. • 100% of active P&C members can articulate the school's EIA.	Ongoing

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	34	14	20	5	62%
2015*	41	18	23	11	97%
2016	42	20	22	15	90%

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.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	9	19	21
Year 4 – Year 6	25	22	21

*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.

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.

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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.

Co-curricular Activities

- Learn to Swim Classes
- School Chaplain Program
- Visiting Artists e.g. NAIDOC Week
- School Choir – Goondiwindi Eisteddfod
- District School Sport

How Information and Communication Technologies are used to Assist Learning

ICT skills 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	33%	44%
this is a good school (S2035)	88%	33%	44%
their child likes being at this school* (S2001)	75%	67%	78%
their child feels safe at this school* (S2002)	88%	33%	89%
their child's learning needs are being met at this school* (S2003)	88%	33%	67%
their child is making good progress at this school* (S2004)	88%	33%	44%
teachers at this school expect their child to do his or her best* (S2005)	88%	33%	56%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	33%	44%
teachers at this school motivate their child to learn* (S2007)	88%	33%	44%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	63%	33%	56%
they can talk to their child's teachers about their concerns* (S2009)	88%	33%	67%
this school works with them to support their child's learning* (S2010)	88%	33%	56%
this school takes parents' opinions seriously* (S2011)	75%	33%	56%
student behaviour is well managed at this school* (S2012)	63%	33%	44%
this school looks for ways to improve* (S2013)	88%	33%	44%
this school is well maintained* (S2014)	75%	67%	67%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	80%	88%	92%
they feel safe at their school* (S2037)	90%	94%	92%
their teachers motivate them to learn* (S2038)	100%	94%	100%
their teachers expect them to do their best* (S2039)	100%	88%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	88%	100%
teachers treat students fairly at their school* (S2041)	80%	94%	100%
they can talk to their teachers about their concerns* (S2042)	100%	94%	100%
their school takes students' opinions seriously* (S2043)	100%	94%	100%
student behaviour is well managed at their school* (S2044)	80%	100%	100%
their school looks for ways to improve* (S2045)	100%	94%	100%
their school is well maintained* (S2046)	90%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	91%	100%	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)	91%	100%	100%
students are treated fairly at their school (S2073)	82%	100%	100%
student behaviour is well managed at their school (S2074)	91%	100%	100%
staff are well supported at their school (S2075)	91%	100%	100%
their school takes staff opinions seriously (S2076)	91%	100%	83%

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Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
their school looks for ways to improve (S2077)	91%	100%	100%
their school is well maintained (S2078)	91%	100%	100%
their school gives them opportunities to do interesting things (S2079)	91%	100%	83%

* Nationally agreed student and parent/caregiver items
\# '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
- Strategic decisions within the school are achieved through an established process, which invites input from staff and parents via the P & C

Respectful relationships programs

The school has implemented a program that focuses on appropriate, respectful and healthy relationships.

We implement the 'You Can Do It' program on a weekly basis. The aim of this program is to help students: Develop positive and respectful relationships with adults and their peers; Develop skills to be able to resolve conflict without violence; and to recognise, react appropriately, and report, when they or others are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	0	2	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.

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Environmental Footprint

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. During holiday periods, there is a continued focus to ensure all power points are switched off at the wall.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	19,787	312
2014-2015	21,630	191
2015-2016	20,119	382

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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 states **'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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	7	<5
Full-time Equivalents	3	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	1
Diploma	1
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 was $9,986.61.

The major professional development initiatives are as follows:

- Teaching of Reading
- Providing effective feedback
- Peer coaching and feedback
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	99%	98%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 79% of staff was retained by the school for the entire 2016.

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Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	92%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	96%	97%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**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**
2014	93%	91%	91%	92%	89%	96%	91%	DW					
2015	94%	93%	95%	90%	96%	98%	97%						
2016	95%	92%	96%	98%	96%	94%	95%						

*Attendance rates effectively count 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:
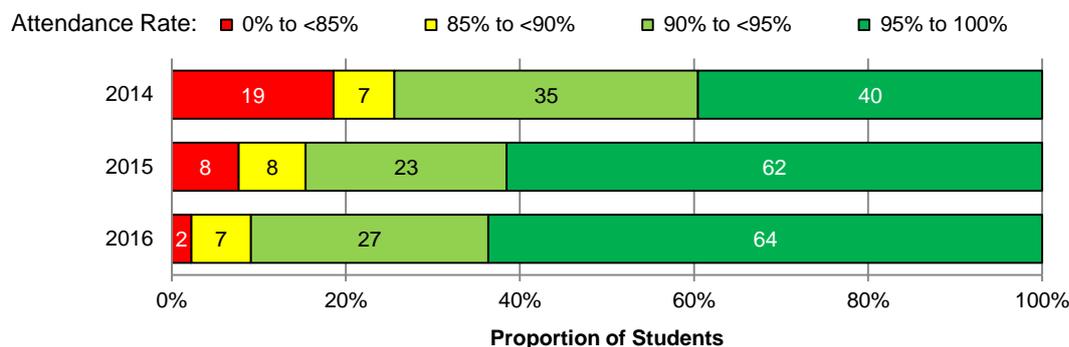
Description of how non-attendance is managed by the school

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 receive 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.

NAPLAN

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.**

Where it states **'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.

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