



Thallon State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

## Contact information

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<b>Contact person</b>	Mrs Christine Allen (Principal)

## From the Principal

### 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.

### School progress towards its goals in 2018

<b>Explicit Improvement Agenda</b> Strategy: Teaching of Reading	<b>Targets</b> 85% of students achieving at or above the Regional Reading Benchmarks by the end of 2018. All students on Individual Plans reach their targets in relation to reading in 2018.	Ongoing
<b>Curriculum and Pedagogy</b> Strategy: Review and refine Curriculum and Pedagogy Framework	<b>Targets</b> 100% teaching staff consistent in the approach to teaching reading outlined in TSS Reading Framework.	Ongoing
<b>Staff Capability Development</b>	<b>Targets</b> 100% of staff have access to quality PD.	Ongoing
<b>School-Community Partnerships</b>	<b>Targets</b> Increased parent participation in school activities.	

### Future outlook

<b>Explicit Improvement Agenda</b> Strategy: Teaching of Writing Teaching of Number and Problem Solving	<b>Targets</b> 80% of students at age appropriate cluster of Aspects of Writing of Literacy Curriculum. 80% of students achieving regional benchmark and scale score average in PATM.	Ongoing
<b>Curriculum and Pedagogy</b> Strategy: Review and refine Curriculum and Pedagogy Framework Review and refine Assessment and Reporting Framework  Facilitate the use of data to drive continuous improvement in teaching practice and student outcomes in relation to the EIA.	<b>Targets</b> Implement a whole school curriculum plan aligned to the P-12 CARF.	Ongoing
<b>Staff Capability Development</b> Strategy: Align staff Annual Performance Development Plans with the EIA.  Review and refine the Coaching and Feedback model in relation to the EIA	<b>Targets</b> 100% of staff have access to quality PD.	Ongoing
<b>School-Community Partnerships</b> Communicate EIA to wider school community.	<b>Targets</b> Increased parent participation in school activities.	

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	42	35	38
Girls	20	15	18
Boys	22	20	20
Indigenous	15	7	5
Enrolment continuity (Feb. – Nov.)	90%	88%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

The students of Thallon State School come from varied socio-economic backgrounds and cultures; however the school population is derived from farming backgrounds. There are a small number of students that are of Indigenous descent.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	16	19
Year 4 – Year 6		9	
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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.
- There is also a visiting Chaplain who offers youth counsel and access to external support agencies such as Child Youth Mental Health and Vital Health.
- LOTE (Japanese) is delivered to Year 5 & 6 students via iConnect with BSDE coordinating.

## Co-curricular activities

- Learn to Swim Classes
- School Chaplain Program
- Cluster enrichment days
- Music enrichment days
- Junior Band camps
- 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, Math Seeds, Soundwaves Online and ABC Reading Eggs has also allowed students to engage and enhance their ICT skills during Math and English lessons.

## Social climate

### Overview

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	44%	60%	63%
• this is a good school (S2035)	44%	80%	63%
• their child likes being at this school* (S2001)	78%	80%	88%
• their child feels safe at this school* (S2002)	89%	80%	88%
• their child's learning needs are being met at this school* (S2003)	67%	80%	63%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	44%	80%	63%
• teachers at this school expect their child to do his or her best* (S2005)	56%	80%	63%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	44%	60%	63%
• teachers at this school motivate their child to learn* (S2007)	44%	60%	63%
• teachers at this school treat students fairly* (S2008)	56%	40%	75%
• they can talk to their child's teachers about their concerns* (S2009)	67%	80%	88%
• this school works with them to support their child's learning* (S2010)	56%	80%	75%
• this school takes parents' opinions seriously* (S2011)	56%	80%	75%
• student behaviour is well managed at this school* (S2012)	44%	80%	75%
• this school looks for ways to improve* (S2013)	44%	80%	63%
• this school is well maintained* (S2014)	67%	80%	100%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	92%	100%	94%
• they feel safe at their school* (S2037)	92%	100%	94%
• their teachers motivate them to learn* (S2038)	100%	100%	94%
• their teachers expect them to do their best* (S2039)	100%	92%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	89%
• teachers treat students fairly at their school* (S2041)	100%	92%	89%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	94%
• their school takes students' opinions seriously* (S2043)	100%	85%	83%
• student behaviour is well managed at their school* (S2044)	100%	85%	88%
• their school looks for ways to improve* (S2045)	100%	100%	94%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	88%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	80%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	80%	100%
• they receive useful feedback about their work at their school (S2071)	100%	80%	75%

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	88%
• staff are well supported at their school (S2075)	100%	80%	88%
• their school takes staff opinions seriously (S2076)	83%	80%	100%
• their school looks for ways to improve (S2077)	100%	80%	88%
• their school is well maintained (S2078)	100%	80%	88%
• their school gives them opportunities to do interesting things (S2079)	83%	80%	75%

\* 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	4	5
Long suspensions – 11 to 20 days	0	1	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	20,119		19,075
Water (kL)	382	191	382

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	5	<5
Full-time equivalents	3	3	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	3
Diploma	
Certificate	

\*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 2018 were \$8969.26.

The major professional development initiatives are as follows:

- Replacing staff to attend PD
- ICT training
- Principal and management training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

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

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	90%	92%
Attendance rate for Indigenous** students at this school	97%	88%	90%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	93%	92%
Year 1	92%	92%	94%
Year 2	96%	96%	95%
Year 3	98%	89%	94%
Year 4	96%	91%	88%
Year 5	94%	89%	97%
Year 6	95%	84%	92%

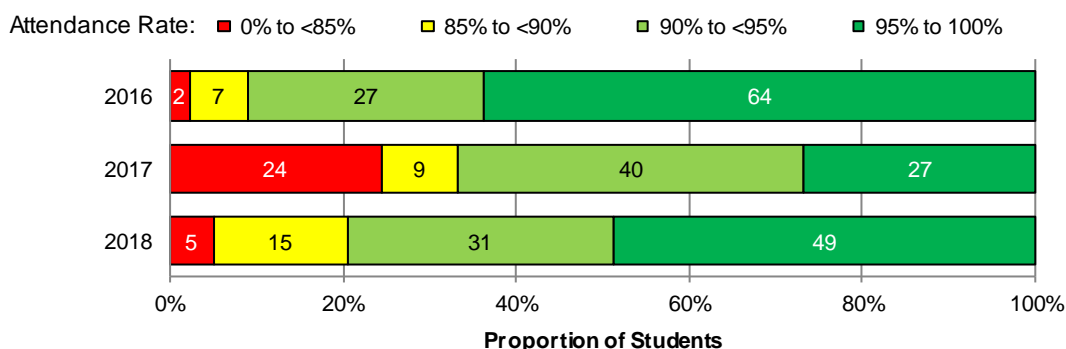
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 QED 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile
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4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.