



Thargomindah 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



Contact Information

Postal address:	PO Box 303 Thargomindah 4492
Phone:	(07) 4655 3132
Fax:	(07) 4655 3102
Email:	principal@thargomindahss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Anja Janosevic (Principal)

School Overview

Thargomindah is a small school located 200 kilometres west of Cunnamulla and 1100 kilometres west of Brisbane. There are currently 30 students enrolled at our school, including our 3 Remote Pilot Kindergarten students. The teaching staff work extremely hard in developing strengths in literacy and numeracy, and in reinforcing strong community values amongst our students. We have seven staff members at our school and an extremely active and supportive P and C. Our students are involved with our local community in such activities as Harmony Day, the ANZAC Day service, NAIDOC celebrations, sporting events, Mother's, Father's and Grandparents' Days and school assemblies.

Our school receives considerable support from the Bulloo Shire Council which contributes financially to the addition of an extra teacher, as well as a teacher aide for Homework Club. In addition, REX Airlines have assisted in events such as Thargomindah small schools camp sponsorship. The Student Council and P and C have developed our ecological footprint to include the establishment of a tree-planting project, vegetable gardens and beautifully maintained school grounds. In addition, as a Stephanie Alexander Kitchen Garden school, the students cultivate vegetables in season and contribute to sustainable practices by maintaining a worm farm.

Our culture is built around the four values of *Being Safe, Being Responsible, Being Respectful* and *Being a Learner* and our school motto of *Knowledge, Courtesy and Truth*. We believe in differentiated learning through inclusive learning and a multiage philosophy.

Principal's Foreword

Introduction

As a learning community, the staff at Thargomindah State School is committed to achieving the best possible outcomes for its students. We are reflective practitioners and endeavour to employ the best teaching and learning practices. Despite our isolation, our students have access to STEM activities, through school, the Bulloo Shire Council library and the IMPACT centre. Our aim is to engage students in learning activities which are appropriate to them as lifelong learners and global citizens.

During 2016, the focus was on curriculum and planning, aligning content with the school's pedagogy of Explicit Instruction. To achieve its purpose of boosting literacy outcomes, the school focussed on the Big Six of reading which is the cornerstone of our reading program.

This School Annual Report presents the milestones and achievements of our school, students, staff and community during 2016. The report is shared on our website (<https://thargomindahss.eq.edu.au>) and also on display in our administration office. For those unable access the internet, a copy is available upon request.

School Progress towards its goals in 2016

Improving students reading comprehension skills (predicting, questioning, making connections, inferring and synthesising) <i>School wide focus on using the Sheena Cameron strategies</i>	2016	Ongoing (Embedded)
Improving students writing skills (spelling, grammar, genre, and sentence structure) 7 Steps; Words Their Way; Explicit Instruction; Speech Sound Pics (SSP)	2016	Ongoing (Embedded)
Improving students numeracy skills (problem solving strategies, common misconceptions and mathematical comprehension)	2016	Ongoing (Embedded)
Analyse and respond to school performance data (increased internal monitoring and 100% NMS/ Individual Learning Plans)	2016	Ongoing
<ul style="list-style-type: none"> Increase student capability with technology to assist with whole school 	2016	Ongoing

digital practice and knowledge (Digital literacies)		
<ul style="list-style-type: none"> Increase the school attendance rate from 92.9% to 94% or higher 	2016	Ongoing

Future Outlook

Major goals for our school for the next twelve months include:

- Continuing integration of Remote Pilot Kindy students into Prep – 2 classroom
- Implementation of the Positive Behaviour for Learning Program
- Scan and assess our numeracy program to provide clear guidance and consistency of practice
- Embedding Coding into the curriculum
- Continue intensive reading program

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	35	16	19	12	87%
2015*	23	11	12	6	73%
2016	24	11	13	5	83%

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 Thargomindah State School student body is a relatively stable one with most students living in town. Approximately 16% of the students identify as Indigenous. The Bulloo Shire Council employs most of the students' parents. Many of the parents (and grandparents) attended Thargomindah State School themselves as parents which serves to strengthen the sense of community and the attendance of parents at parades and special functions.

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	11	12	13
Year 4 – Year 7			16
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Thargomindah State School, teachers aim to foster a love of learning and give each student opportunities to succeed. The school uses Explicit Instruction as its pedagogy. This pedagogical approach is applied to the delivery of the Australian Curriculum across all subject areas, but particularly on the Explicit Improvement Agenda items of reading, writing, spelling and numeracy.

Thargomindah State School is a part of the Remote Kindergarten Pilot. This pilot provides a new model for kindergarten with the school delivering the program as part of a P – 2 composite class. The classroom teacher is supported by a teacher aide.

Co-curricular Activities

Students at Thargomindah State School have access to a range of co-curricular offerings. These include:

- Student Council
- Stephanie Alexander Kitchen Garden
- Sporting Schools activities
- Swimming Lessons
- Athletics carnivals
- Readers Cup
- Zone, District, Regional and State school sport and competitions
- ANZAC Day Essay competition and ceremony
- Thargomindah Small School Sports Camp
- Biennial School Camp
- IMPACT coding lessons through the Brisbane School of Distance Education

How Information and Communication Technologies are used to Assist Learning

At Thargomindah State School, the importance of digital technologies in delivering the curriculum is recognised. Students have access to computers in each classroom and the teaching spaces are connected with wireless. The P and C has donated 10 laptops to ensure all students are able to use digital technology on a daily basis. Students access Codebreaker lessons through IMPACT and use a variety of software applications and internet based activities that support their learning. The use of iPads further enhances students' access to digital based learning.

Social Climate

Overview

At Thargomindah State School, we offer every child the best possible learning opportunities in a safe and supportive environment. Our goal is to ensure that students enjoy coming to school and that every day, all students are learning, achieving and experiencing positivity in the school environment. The school's Responsible Behaviour Plan recognizes and celebrates good behavior both in the classroom and in the playground. Weekly draws on parade for students displaying positive playground behaviour have assisted in ensuring break times are harmonious and that students' playground behaviour is celebrated. Protective behaviours are in place to equip students with skills and strategies in regard to dealing with potential undesirable behaviours. Our core values of being responsible, being respectful, being safe and being a learner underpin student behaviour.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	75%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	80%	100%	100%
their child feels safe at this school* (S2002)	80%	100%	75%
their child's learning needs are being met at this school* (S2003)	80%	100%	75%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	100%	100%
teachers at this school motivate their child to learn* (S2007)	80%	100%	100%
teachers at this school treat students fairly* (S2008)	80%	100%	50%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	80%	100%	100%
this school takes parents' opinions seriously* (S2011)	80%	100%	75%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	80%	100%	75%
this school looks for ways to improve* (S2013)	80%	100%	100%
this school is well maintained* (S2014)	100%	100%	75%

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)	100%	100%	84%
they feel safe at their school* (S2037)	100%	100%	94%
their teachers motivate them to learn* (S2038)	100%	100%	94%
their teachers expect them to do their best* (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	100%	83%	84%
teachers treat students fairly at their school* (S2041)	100%	100%	95%
they can talk to their teachers about their concerns* (S2042)	100%	83%	89%
their school takes students' opinions seriously* (S2043)	100%	100%	95%
student behaviour is well managed at their school* (S2044)	100%	83%	95%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	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)	100%	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)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	88%
student behaviour is well managed at their school (S2074)	100%	100%	88%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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.

Parent and community engagement

The wider Thargomindah community, in particular the Bulloo Shire Council, forms an integral part of the school community and is actively involved in school activities. Parents are also advised of upcoming events via a text messaging system. We continue to foster this collaborative approach through:-

- Detailed oral and written reports on their child's progress (this is done throughout the year and not just at reporting or parent/teacher interview times)
- Special events (Mother's Day and Father's Day morning teas, Grandparent's Day, school concert)
- Fundraising events
- Involvement with the P and C
- Assistance with camps and excursions
- Community events (ANZAC Day, Christmas Tree evening)
- Awards night
- Attendance at weekly parades
- Bulloo Shire Council ANZAC essay competition
- Under 8's Day
- Book Week
- Weekly newsletters (sent to entire community)

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The *Bounce Back!* Wellbeing and Resilience program has been implemented and provides strategies to help students cope with stressful situations and build their social skills. The concepts in this program are delivered within the context of our four school values (be responsible, be respectful, be safe and be a learner).

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	0	5
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.

Environmental Footprint

Reducing the school's environmental footprint

Thargomindah State School is committed to reducing its environmental footprint. All classrooms are air-conditioned and we ensure temperatures remain at 24 degrees when air conditioners are in use. The school has established a garden to recycle compostable waste. Sustainability is a focus for our school in 2017.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	14,296	0
2014-2015	15,980	
2015-2016	28,562	30

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

GO

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	6	<5
Full-time Equivalent	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	1
Graduate Diploma etc.**	0
Bachelor degree	2
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

**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 were \$6225.55.

The major professional development initiatives are as follows:

Explicit Teaching – Anita Archer

Seven Steps to Writing Success

Speech Sound Pics

Classroom Profiling

Moderating student work

P – 10 Literacy Continuum

Differentiation

Age Appropriate Pedagogies

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

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	100%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 55% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

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).	93%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	87%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

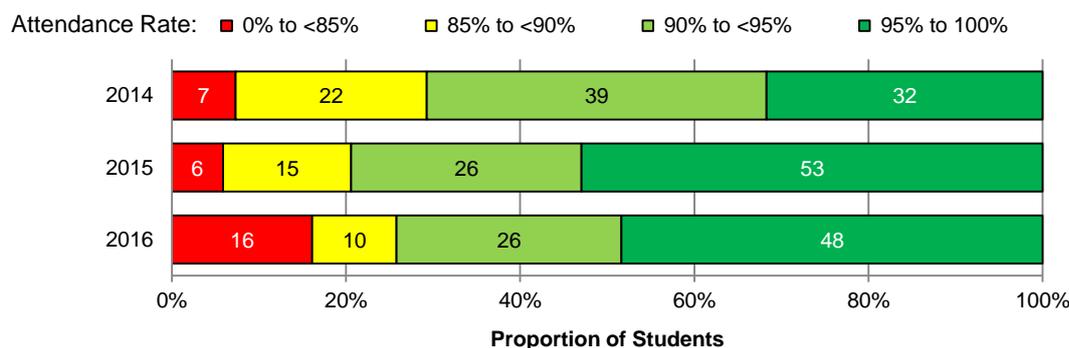
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	94%	93%	95%	91%	95%	92%	89%					
2015	91%	95%	96%	92%	94%	89%	95%						
2016	92%	93%	96%	98%	94%	91%	71%						

*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.

Our school requests that student absences must be accompanied with a note or phone call from the parent explaining the absence. A student who is absent from school for more than two consecutive days, and whose absences are unexplained, has their parents contacted by the school. Class rolls are marked initially at the commencement of the school day and then immediately following lunch break at 1.45pm. Should students be absent at the first roll-marking, the principal is notified and parents/caregivers contacted to inform them of the student's absence.

Repeated short term absences, either explained or unexplained that indicate a pattern of absenteeism and impact on student learning are investigated via a phone call to parent / guardians by administration staff. Continuation of such attendance patterns results in a formal warning letter sent to parents outlining Educational and legal responsibilities for children attending school (as per Education Queensland guidelines).

Persistent non-compliance could result in Police or Child Protection involvement.

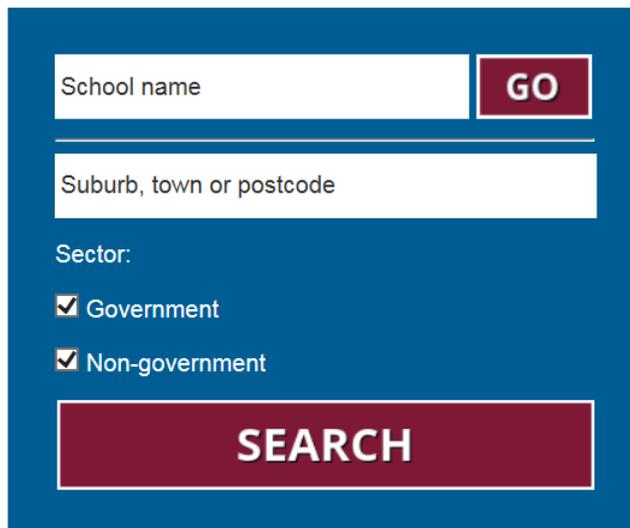
The school endeavours to promote attendance via newsletter items on the importance of high attendance rates and the impact non-attendance has on learning and through celebrations on parade of high attendance. This matter is also discussed with parents on an "as needed" basis.

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**.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

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.