Thargomindah State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

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 information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Leanne Leming Acting Principal

School overview

Thargomindah is 200 kilometres west of Cunnamulla and 1100 kilometres west of Brisbane. Our school caters for children from Kindy to Year 6 and presently has an effective enrolment of 28 students, including 3 Kindy students. The school is part of the Remote Kindy Pilot. We aim to help children develop learning skills to equip them for lifelong learning. Thargomindah State School offers a friendly, nurturing environment, where each child is supported to realise their individual potential. Students in all year levels learn French and we are proud to champion the importance of learning a foreign language. Our students have access to computers and participate in weekly coding lessons. Knowledge, Courtesy and Truth are the core values of Thargomindah State School. School assembly is held each Friday morning with members of the community in attendance. During assembly, we celebrate the students' successes and achievements over the past week. The school produces a fortnightly newsletter. These newsletters keep the local community informed of current events and activities that occur in the school and district. We are grateful for the generous support from within our local community and the P&C, as well as that of the Bulloo Shire Council, whose contributions are significant. This is a strong and committed community, that is proud of the town and the school.

School progress towards its goals in 2018

Improvement Agenda	Actions	Completed
Ensure awareness of literacy indicators across the curriculum.	2018	Completed
Implement a French language program from Prep to Year 6 using the Accelerated Integrative Method.	2018	Ongoing
Establish a coaching model to ensure high yield strategies are implemented and student outcomes maximised.	2018	Ongoing
Continue the integration of the Remote Kindy Pilot Program in the Prep - 2 Classroom	2018	Ongoing
Establish a coaching model to ensure high yield strategies are implemented and student outcomes maximised.	2018	Ongoing

Future outlook

Explicit improvement priorities for 2018

Strategy	Action	Target	Progress
Consult with the community on the achievement of improved student outcomes, targets and strategic priorities. Continue existing communication strategies.	All stakeholders to prioritise transparent and frequent communication to parents and community members, articulating the school's vision for improvement – every student succeeding in reading.	100% satisfaction on parent school opinion survey. 100% of students achieving at year level or above. 100% of eligible students working at age appropriate level or above.	Ongoing

Strategy	Action	Target	Progress
Review and renew the writing/spelling program to provide clear guidance and consistency of practice for teachers, teacher aides and the school community.	Utilise the school improvement model, data collected from students to inform the process.	100% satisfaction on parent school opinion survey. 100% of students achieving at year level or above. 100% of eligible students working at age appropriate level or above.	Ongoing
Review and renew the reading program to provide clear guidance and consistency of practice for teachers, teacher aides and the school community.	Utilise the school improvement model and data collected from students to inform process.	100% satisfaction on parent school opinion survey. 100% of students achieving at year level or above. 100% of eligible students working at age appropriate level or above.	Ongoing
Develop and implement a whole-school sequenced curriculum aligned to the Australian Curriculum.	Continued improvement/adjustment of multi-age curriculum for whole school.	100% of students work at or above age appropriate cluster level on the literacy continuum and PM Benchmarks. 100% of staff are able to clearly elaborate on the process and participate in the process. All reading data reviewed five weekly to ensure consistency and improvement. Data use to inform further explicit instruction in five weekly cycles and case management approach.	Ongoing

Strategy	Action	Target	Progress
Develop a professional learning plan responsive to individual staff needs aligned to the school's improvement agenda and pedagogical framework, and supported by timely whole-school coaching, observation and feedback cycles.	Develop and integrate professional learning plans through APDP and link with sharp and narrow focus- reading. Co-plan/co-teacher observation and feedback process within school and across the cluster.	100% staff participation in reviewing the pedagogical framework and ability to articulate the processes. 100% staff participation and satisfaction undertaking developing, coaching and mentoring activities. Two teacher aides trained by CLAW in Band 5 school requirements.	Ongoing
Continue to work collaboratively with cluster networks to support the development of curriculum frameworks and provide further professional development opportunities for staff.	Working with CLAW to develop professional development for teacher aides in reading.	100% staff participation in reviewing the pedagogical framework and ability to articulate the processes. 100% staff participation and satisfaction undertaking developing, coaching and mentoring activities. Two teacher aides trained by CLAW in Band 5 school requirements.	Ongoing
Collaboratively review the school's pedagogical framework to articulate to teachers and teacher aides the explicit teaching strategies.	Update version of the pedagogical framework to include Age Appropriate Pedagogies and *Putting Faces on the Data (*Sharratt*).*	100% staff participation in reviewing the pedagogical framework and ability to articulate the processes. 100% staff participation and satisfaction undertaking developing, coaching and mentoring activities. Two teacher aides trained by CLAW in Band 5 school requirements.	Ongoing

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	24	25	24
Girls	11	15	16
Boys	13	10	8
Indigenous	5	6	6
Enrolment continuity (Feb. – Nov.)	83%	96%	96%

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

The student body of Thargomindah State School comprises of students from a rural and a small town background. The school has a small number of families who identify as Aboriginal.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	13	14	7
Year 4 – Year 6			4
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

At Thargomindah State School, teachers aim to foster a love of learning. As a small school, we deliver the Australian Curriculum across multiple aged classrooms. Students are engaged in multi-levelled units that allow them to complete their year level achievements by the end of the year. This approach provides differentiated instruction and allows students the opportunities for both additional and extended learning opportunities.

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
• Sporting Schools activities
• Swimming Lessons
• Athletics carnivals
• 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 wirelessly connected. The P and C has donated ten 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 to support their learning. The use of iPads further enhances students' access to digital based learning. Digital technologies are used across curriculum areas and for access to programs such as IMPACT, Solid Pathways, STEM and iSee collaboration.

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 all students are learning and achieving in the school environment. The school's Responsible Behaviour Plan recognises and celebrates good behaviour, both in the classroom and in the playground. Weekly draws on parade for students displaying positive playground behaviours have assisted in ensuring break times are harmonious and that students' playground behaviour is celebrated. Our core values of being responsible, being respectful, being safe and being a learner underpin student behaviour and expectations.

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)	75%	83%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	75%	100%	100%
• their child's learning needs are being met at this school* (S2003)	75%	83%	100%
• their child is making good progress at this school* (S2004)	100%	67%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	50%	83%	100%
• 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)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	75%	100%	100%
• student behaviour is well managed at this school* (S2012)	75%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	75%	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.

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%	92%
• they like being at their school* (S2036)	84%	86%	79%
• they feel safe at their school* (S2037)	94%	100%	86%
• their teachers motivate them to learn* (S2038)	94%	100%	93%
• their teachers expect them to do their best* (S2039)	95%	100%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	100%	92%
• teachers treat students fairly at their school* (S2041)	95%	86%	79%
• they can talk to their teachers about their concerns* (S2042)	89%	71%	86%
• their school takes students' opinions seriously* (S2043)	95%	86%	93%
• student behaviour is well managed at their school* (S2044)	95%	100%	71%
• their school looks for ways to improve* (S2045)	100%	100%	93%
• their school is well maintained* (S2046)	100%	100%	86%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	86%

* 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%	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%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	88%	100%	100%
• student behaviour is well managed at their school (S2074)	88%	100%	100%
• 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 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

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The *Bounce Back! w*ellbeing 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

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	5	0	2
Long suspensions – 11 to 20 days	0	0	0
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

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. Sustainability continues to be a focus for Thargomindah State School.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	28,562	6,115	17,195
Water (kL)	30	60	30

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.
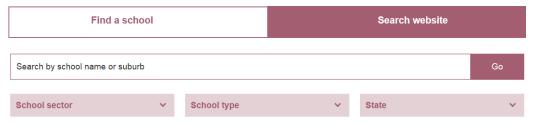
School funding

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	3	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.*	
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 $5700.

The major professional development initiatives are as follows:

- Curriculum Planning
- Understanding ASD
- Lifeguard Training
- First Aid Training
- Take the Lead
- Finance

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.	100%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 66% 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	91%	95%	93%
Attendance rate for Indigenous** students at this school	96%	94%	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	92%	94%	86%
Year 1	93%	96%	85%
Year 2	96%	95%	94%
Year 3	98%	97%	97%
Year 4	94%	93%	95%
Year 5	91%	94%	97%
Year 6	71%	89%	94%

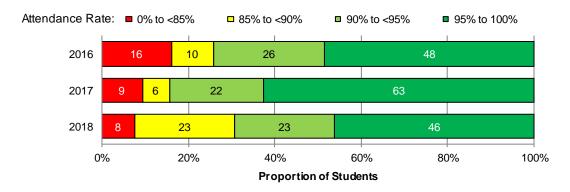| Year level	2016	2017	2018
Year 7		100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	16	10	26	48
2017	9	6	22	63
2018	8	23	23	46

Proportion of Students (0% – 100%)

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.

Our school requests that student absences are explained via a note or phone call from the parent explaining the absence. Parents are contacted if a student is absent from school for more than two consecutive days, and whose absences are unexplained. The school uses electronic roll marking and rolls are marked twice daily at 9am and then immediately following lunch break at 1.45pm.

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).

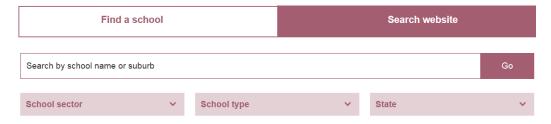Persistent non-compliance may result in Police or Child Protection involvement.

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 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

4. Click on 'NAPLAN' to access the school NAPLAN information.

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

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.