Thargomindah State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

I am pleased to present the 2015 Annual School Report for Thargomindah State School. Thargomindah State School has a proud tradition of working with parents and the community to meet the educational needs of our students. Achieving successful educational outcomes for our children is very dependent upon a successful partnership between home and school. A child's level of progress is heavily influenced by the interest family members have in their education, the support they provide and how families participate in school events & activities. This report demonstrates our ongoing commitment to ensure that every student has the opportunity to reach their full potential in all aspects of their schooling through provision of a supportive learning environment built on positive relationships and high expectations.

This report outlines a variety of aspects of school life including Student Performance, School Operations, Community involvement and future initiatives. It reflects on our goals and priorities for 2015 and comments upon their achievement with a focus on continual school improvement for the future. This report will be accessible on the school website, copies will be provided to our P&C executive and be available in the school foyer for public access.

School progress towards its goals in 2015

Our schools strategic directions for 2015 were as follows:

Key Priorities	Implemented	Completed
Improving students reading comprehension skills (predicting, questioning, making connections, inferring and synthesising)	**2015**	**Semester 1, 2016**
Improving students writing skills (spelling, grammar, genre, and sentence structure)	**2015**	**Semester 2, 2015**
Improving students numeracy skills (problem solving strategies, common misconceptions and mathematical comprehension)	**2015**	**Ongoing**
Analyse and respond to school performance data (increased internal monitoring and 100% NMS/ Individual Learning Plans)	**2015**	**Ongoing**
Increase student capability with technology to assist with whole school digital practice and knowledge (Digital literacies)	**2015**	**Ongoing**

Future outlook

Thargomindah State School Staff view reliable and timely student data as central to effective school leadership and to the implementation of responsive learning programs for students. A range of diagnostic tools and trackers are used effectively to monitor and celebrate student progress. A range of individualised and targeted programs are in place to personalise learning.

Thargomindah State School focuses attention and energy on priority curriculum areas and ensuring all students are proficient in the basics. The staff acknowledge the need to develop a whole-school curriculum plan that provides an overview of units of work and what is taught from year to year whilst accommodating the needs of the multi-age school setting. Cluster school partnerships have been established to support the development of curriculum frameworks.

The school values highly successful partnerships with the wider school community including the Bulloo Shire Council, Distance Education providers, like and near schools. Through these partnerships such as with the council provides significant resourcing for a range of learning initiatives. These include the Kindy Pilot program, playgroup, Remote Secondary Learning programs and homework club initiatives. The school's committed Parents and Citizens' Association takes an active role in guiding and supporting school decision-making and providing additional resourcing.

Improvement Agenda	Actions	Completed
Develop and implement a whole-school sequenced curriculum plan aligned to the Australian Curriculum.	Engaged Cluster HOC- 2015	Semester 1, 2016
Collaboratively review the school's pedagogical framework to clearly outline the school's signature teaching practices.	Teacher PD in Explicit Instruction- Anita Archer Conference 2015	Semester 1, 2016
Formalise a reading program to provide clear guidance and consistency of practice for teachers, teacher aides and the school community.	2015	Ongoing
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.	2015	Ongoing

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	31	14	17	10	90%
2014	35	16	19	12	87%
2015	23	11	12	6	73%

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 Thargomindah State School student body is predominately stable and includes 30% who identify themselves as Indigenous. Student backgrounds include those who live on rural properties and families who live in town. The Bulloo Shire Council employs most of the student' parents/ carers in some capacity. The families that generally move to the area have chosen to do so for the relaxed "Outback style" lifestyle that Thargomindah affords. These families are often middle class and make allowances to travel to major centres for shopping, sporting/cultural activities and services that are not available at Thargomindah.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	11	11	8
Year 4 – Year 7 Primary			
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	0
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

The Australian Curriculum is delivered using Curriculum into the Classroom units as a resource with units of work adapted to suit the local context and cater to individual student needs, backgrounds, experiences and interests.

Our distinctive curriculum offerings

In addition to the C2C (National Curriculum), Students at Thargomindah State School have access to a range of distinctive curriculum offerings.
These include:
• 'Support-A-Talker'
• 'Support-A-Reader'
• 'ABC Reading Eggs'
• 'Literacy Planet'
• Learning Place 'EdStudio'
• Environmental / Indigenous Studies
• Stephanie Alexander Kitchen Garden Program

Extra curricula activities

Students at Thargomindah State School have access to a range of extra curricula offerings. These include:
• Student Council
• Assemblies
• Choir
• Stephanie Alexander Kitchen Garden
• Active After School Sport
• 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
• Biannual School Camp

How Information and Communication Technologies are used to improve learning

Computers and Technology assist all aspects of student learning at Thargomindah State School. Students access a variety of software applications and internet-based activities that support and enhance their knowledge and understanding of core literacy and numeracy concepts. Thargomindah State School aims to provide all students with the technical knowledge and skill to excel in all areas of their education. Our staff regularly uses ICTs to plan, prepare and report to students and their families.

Social Climate

Thargomindah State School remained a positive learning and social environment for students and staff during 2014-2015. Our school provides a safe, supportive and disciplined learning environment through a range of curriculum and extra-curricular activities. Proactive measures are in place to equip students with skills and strategies in regard to dealing with potential bullying type behaviours. Both in class and whole of school discussions and role-plays provide students with an opportunity to practice and implement behaviours that will make them more confident and prepared if subjected to bullying. Our school also focuses on the important role of the bystander and the role they play in ensuring our school remains a safe and happy place.

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	88%	80%	100%
their child feels safe at this school (S2002)	100%	80%	100%
their child's learning needs are being met at this school (S2003)	100%	80%	100%
their child is making good progress at this school (S2004)	88%	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)	75%	80%	100%
teachers at this school motivate their child to learn (S2007)	100%	80%	100%
teachers at this school treat students fairly (S2008)	71%	80%	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%	80%	100%
this school takes parents' opinions seriously (S2011)	88%	80%	100%
student behaviour is well managed at this school (S2012)	75%	80%	100%
this school looks for ways to improve (S2013)	100%	80%	100%
this school is well maintained (S2014)	100%	100%	100%

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)	100%	100%	100%
they feel safe at their school (S2037)	83%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	83%	100%	83%
teachers treat students fairly at their school (S2041)	100%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	83%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	100%	100%	83%
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%

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%	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%	100%
student behaviour is well managed at their school (S2074)	100%	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)	83%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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

At Thargomindah State School we acknowledge the critical role our parents and wider community play in the education of our students. We foster a collaborative approach to learning by inviting parents to participate in the following:

• School Camps & excursions
• Parent information evenings
• Extra- Curricular activities
• Meetings with classroom Teachers throughout the year to discuss their child's performance and future goals

- Involvement in the school P&C to play a role in decision making, future planning and fundraising
- Community events where children showcase their talents – Choirs, ANZAC Day
- School Sports Days
- Attendance at Weekly Parade

Reducing the school's environmental footprint

Thargomindah State School has made a concerted effort to reduce its environmental footprint in recent years. The 'Solar Schools' program has been the major focus for the school. We are developing a sense of environmental awareness, with sustainable lifestyle programs being developed within the school and community.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	30,349	0
2013-2014	14,296	0
2014-2015	15,980	

*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	3	6	<5
Full-time equivalents	3	3	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**3**
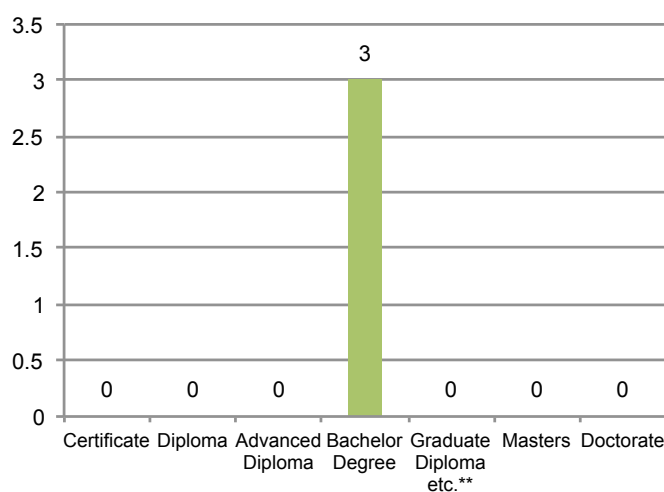
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Queensland Government

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $13,142.

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.	99%	99%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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.**

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).	89%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	87%

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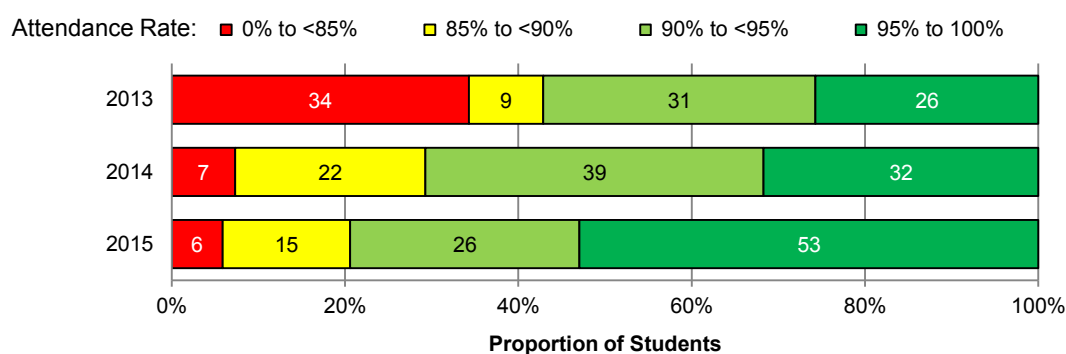
Student attendance rate for each year level (shown as a percentage)

	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	96%	92%	77%	83%	81%	92%	93%	83%					
2014	96%	94%	93%	95%	91%	95%	92%	89%					
2015	91%	95%	96%	92%	94%	89%	95%						

*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	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	34	9	31	26
2014	7	22	39	32
2015	6	15	26	53

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.

At Thargomindah State School, we believe that every day counts. 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 1.30pm.

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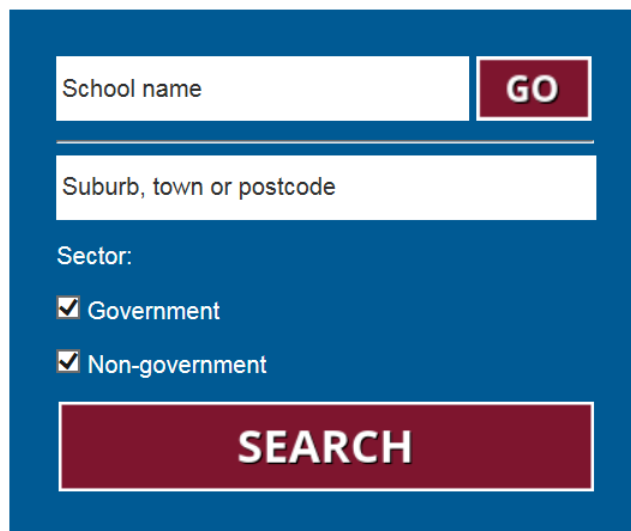
Persistent non-compliance could result in Police or Child Protection involvement.

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.**

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.