



Thangool 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 5 Thangool 4716 |
| Phone | (07) 4990 0333 |
| Fax | (07) 4995 8471 |
| Email | principal@thangoolss.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website. |
| Contact person | Principal: Karen Hyde |

School overview

Thangool State School provides a warm, supportive environment where all students are given the best opportunity to reach their potential. Students, staff, parents and the wider community all come together to ensure a successful primary school experience. Thangool school operates in a multi-age setting. This allows for teacher-directed, self-paced and individualised learning. The curriculum is based on the Australian Curriculum Assessment and Reporting Framework as well as incorporating local community values. Our extra-curricular activities are rich and diverse. They include active after-school sports, singing choir, project club, camps, Biloela show, Biloela eisteddfod, Banan Shire Council Art Mix, Readers Cup, Robotics Cup and visiting specialists supporting the key learning areas. Our mission statement is to facilitate each child with reaching their level of excellence, intellectually, academically, socially, morally and physically. Visitors to our school always comment on the wonderful behaviour and attitude of our students, the dedication of all staff members, the involvement of the parents across all facets of schooling and the appearance of our school grounds.

School progress towards its goals in 2018

At Thangool State School we provide a warm, supportive environment where all students are given the best opportunity to reach their potential.

Students, staff, parents and wider community all come together to ensure a successful primary school experience. Our school has a proud history of achievements and is very much the hub of the Thangool community. Thangool State School operates in a multi age classroom setting. This allows for teacher directed, self-paced and individualized learning. The learning environment caters for early, lower, middle and upper school students.

Thangool State School strives to meet the needs of the students as they progress through their education. The curriculum reflects current education trends as well as incorporating local community values. Students at all ability levels are provided with individual support and attention. Each child is presented with an appropriate range of quality learning experiences that endeavor to develop and strengthen specific skills and abilities as well as meeting the needs of our students and society today. Our aim is to foster life-long learning. At Thangool State School we are endeavoring to support every child. Through a constant review of practices we aim to improve in all areas of our school. Our excellent facilities are well looked after and maintained.

This year our improvement agenda has been to improve reading and writing through spelling with a focus on improving outcomes for all students through effective and consistent delivery of curriculum, effective pedagogical practices and the development of an expert teaching team. Our focus has been on building the capability of staff to deliver an effective literacy program that focuses on the teaching of spelling. Staff analyze their impact on how children learn to read and write through developing a deep understanding of how to teach spelling and embedding these practices consistently across our school.

If you would like further information on enrolling your child at Thangool State School, please do not hesitate to contact myself or the school office. For those people who do not have access to the internet this report is available from the school office.

Karen Hyde

Principal

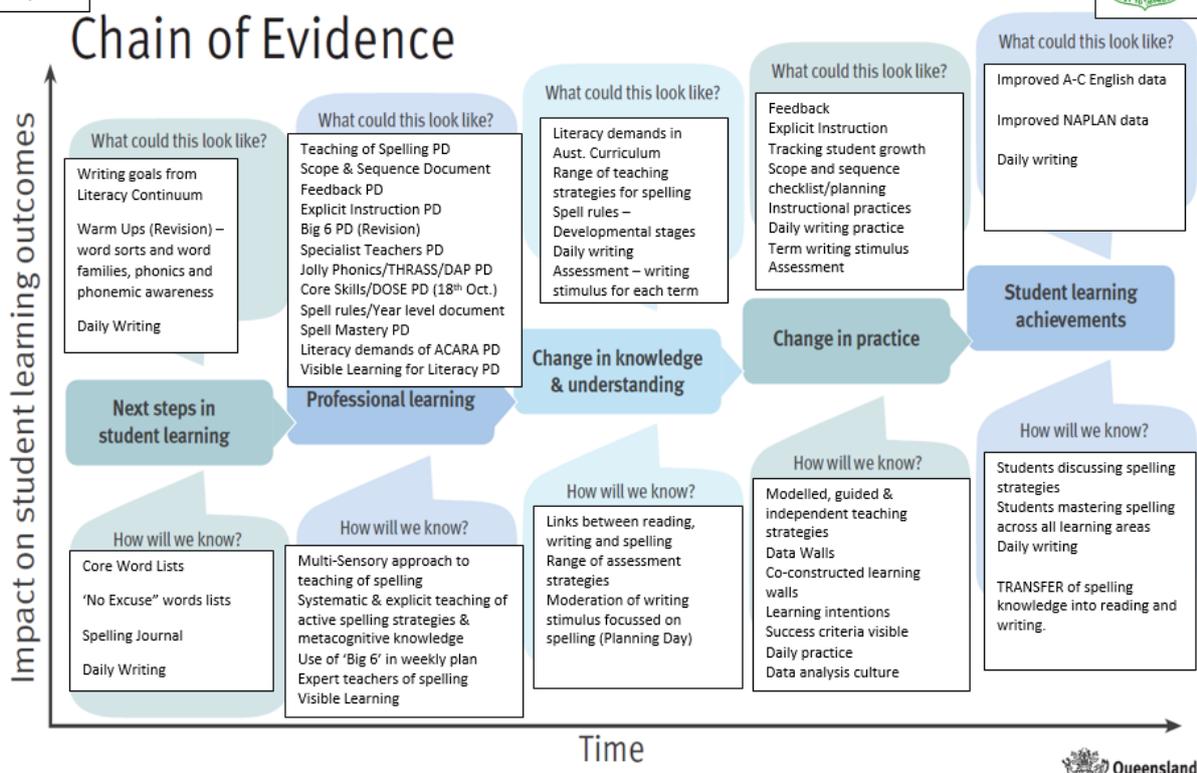
Future outlook

In 2019 our Explicit Improvement Agenda is '*Improving Reading and Writing through a focus on SPELLING*'.

We have used the Inquiry Cycle process to analyse our data and prioritise our Problem of Practice. Through scanning and accessing actions we have collaboratively developed a Chain of Evidence that outlines clearly our actions and strategies for implementing the improvement agenda during the year. Our Inquiry Cycle has also identified the need to maintain last year's improvement agenda of Reading and The Big 6, whilst linking reading, writing and spelling.



Improving READING and WRITING through a focus on SPELLING



Our school at a glance

School profile

| | |
|------------------------------------|--------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2018 | Prep Year - Year 6 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 120 | 132 | 143 |
| Girls | 54 | 64 | 66 |
| Boys | 66 | 68 | 77 |
| Indigenous | 4 | 3 | 5 |
| Enrolment continuity (Feb. – Nov.) | 93% | 96% | 97% |

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

Our student body comes from a variety of backgrounds: some farming, some mining, some local town families and some Biloela families. We have a small percentage of the school population that is transient, often having the same families leave and return months later.

Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 23 | 22 | 22 |
| Year 4 – Year 6 | 29 | 24 | 29 |
| 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 Thangool State School we aim to achieve the best educational outcomes for every student in our school and to develop them as independent knowledgeable people, who are responsible and motivated in society. Some of the features that enhance The Australian Curriculum at Thangool State School are:

Age Appropriate Pedagogies'

Thangool State School is a Pilot School for Age Appropriate Pedagogies. This means providing a balanced approach to teaching and learning so that all students are engaged in their education and are being taught using pedagogies that address all learning styles.

Computers

The school has a fully equipped computer lab and each classroom has an average of 4 computers. Information, Communication and Technologies are integrate across all curriculum areas. All classrooms have an interactive whiteboard. We also have iPads for students use.

We have a set of 11 Robots that are used with software for Robotics, and 12 BeeBots to use for Coding.

Sport

All students are offered the opportunity to participate in sports programs. An intra-school athletics and swimming carnival is conducted each year between the two sporting houses: Kroombit and Kariboe. Our school also participates in cluster and district sport activities. Students are provided with the opportunity to attend sporting trials for a variety of sports that can lead to cluster, district, regional and state representation.

Excursions

Educational excursions are organised for individual classes or sections of the school based on curriculum units or learnings. Year 5 and 6 students attend a Brisbane Camp and North Keppel Island Camp on alternating years.

Arts

A school dance is organized for the end of each year. RREAP funding is used to organize visiting artists, writers, poets and performers.

Eisteddfod

Our school participates in the Biloela Eisteddfod for Singing and Verse Speaking Choirs. Some children participate individually.

Religious Instruction

RI is conducted each week for 30 minutes for participating students.

Co-curricular activities

Student involvement in the Biloela Show

Anzac Day Ceremony – school and Town Parade

Academic competitions

School sport – intra and inter school

School camps

Transition Programs – starting Prep, Yr 6- Yr 7

Cultural programs

RREAP funded programs

Biloela Eisteddfod

Project Club

Mud Pit/Nature Play Area

Kid's Shed – Gardening, craft, cooking, resilience activities

Robotics Cup

Reader's Cup

Online Learning Programs – literacy and mathematics

Banana Shire Council Art Mix

How information and communication technologies are used to assist learning

Thangool State School is a school where importance is placed on how ICT's are utilized for student learning rather than on how much technology we have. Students and teachers have access to hardware and software to enhance the teaching and learning process.

All teachers have been able to access C4T support along with Edstudio, which has enhanced teaching using ICT.

Students have access to computers in a lab, in the classroom, and in the resource centre. Students use these computers for research, Learning Objects, Learning Pathways, and educational software use. Thangool State School staff and students also have access to digital cameras, HD digital video cameras, data projectors, Ipads, Robotics, BeeBots and Interactive White Boards.

Social climate

Overview

The staff at Thangool State School are committed to providing a supportive and safe environment for our children to learn. We endeavor to provide a wide variety of activities to all students that will help them learn how to socialize with each other. We also have a Chaplain, two days per week, to support our students. She works with individuals or groups and provides another adult for children to engage with on a needs basis. We have a Kid's Shed that is utilized during lunch breaks for those children who need it. Our school is working on School Wide Positive Behaviour strategies where we teach students the rules (We Care, We Learn, We Are Safe) and expectations that are expected at school. Bullying is combatted through developing personal skills using Social / Emotional Programs that are organized by the Guidance Officer and Chaplain. Students are taught social and emotional capabilities including Confidence, Persistence, Organisation, Getting Along and Resilience. Through these skills students demonstrate a high level of respectful and responsible behavior whilst at school. Cyber Bullying programs are accessible to all staff to address any issues that may arise. The school has a visiting Guidance Officer and behavior management support teacher to support students and their families. Staff and parents work in tandem to achieve improved outcomes for the students.

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) | 94% | 100% | 97% |
| • 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) | 100% | 100% | 100% |
| • their child's learning needs are being met at this school* (S2003) | 94% | 96% | 97% |
| • their child is making good progress at this school* (S2004) | 94% | 96% | 93% |
| • teachers at this school expect their child to do his or her best* (S2005) | 94% | 100% | 100% |
| • 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) | 83% | 100% | 93% |
| • 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) | 89% | 100% | 100% |
| • this school takes parents' opinions seriously* (S2011) | 82% | 100% | 97% |
| • student behaviour is well managed at this school* (S2012) | 100% | 100% | 93% |
| • this school looks for ways to improve* (S2013) | 94% | 100% | 100% |
| • this school is well maintained* (S2014) | 100% | 100% | 97% |

* 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) | 98% | 98% | 100% |
| • they like being at their school* (S2036) | 98% | 98% | 100% |
| • they feel safe at their school* (S2037) | 95% | 96% | 96% |
| • their teachers motivate them to learn* (S2038) | 100% | 92% | 98% |

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 100% | 98% | 98% |
| • teachers treat students fairly at their school* (S2041) | 98% | 98% | 98% |
| • they can talk to their teachers about their concerns* (S2042) | 95% | 90% | 96% |
| • their school takes students' opinions seriously* (S2043) | 98% | 90% | 91% |
| • student behaviour is well managed at their school* (S2044) | 95% | 88% | 91% |
| • their school looks for ways to improve* (S2045) | 100% | 98% | 100% |
| • their school is well maintained* (S2046) | 95% | 100% | 100% |
| • their school gives them opportunities to do interesting things* (S2047) | 100% | 94% | 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 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) | 93% | 100% | 100% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 90% | 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) | 93% | 100% | 100% |
| • their school takes staff opinions seriously (S2076) | 93% | 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

Thangool State School has a very active Parents and Citizen's Association, which meets of an afternoon each month, at the school or the town park. They ensure our school is well resourced, being involved in the budget design for the school as well as fundraising through its own activities. The school P&C allows all parents / caregivers the opportunity to become involved in their child's education. All parents /caregivers may become members of the P&C and are encouraged to do so. All positions become vacant at the P&C Annual General Meeting. You can email the P&C by using the address: pandc@thangoolss.eq.edu.au

Thangool State School actively encourages parental involvement across all facets of school life. Classes enjoy parent helpers who assist with reading, writing, art, sporting and extracurricular activities. We work hard to ensure parents value the importance of working together with the school as a partnership for their child's education. As a result we have parents working continually in classrooms, in the grounds, helping with extra curricula activities or fundraising for our school. It is this parent involvement that makes our school the wonderful place that it is.

Respectful relationships education programs

Thangool State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This program is backed up by our HPE program, our 'Name It' Program (anti-bullying), our Responsible Behaviour Management Program and our 'Chappy' program. All reported incidents are followed through by the administration team.

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 | 0 | 0 | 0 |
| 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

Thangool State School has a school environmental management plan focusing on reducing our environmental footprint. Strategies include turning off lights, fans and air conditioners when the classroom is not being used, turning off the computers at the end of each day. The effects of these actions with regards to the electricity management has resulted in a considerable reduction in electricity use. Solar panels have also been fitted to the Resource Centre roof which has assisted in reducing the cost of electricity.

Students promote sustainability across our school and have developed our Container refund scheme, War against Waste initiative, Gardening Club, Food scraps, chooks and compost bins and promote recycling wherever possible.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | | 41,130 | 74,755 |
| Water (kL) | | | 3,364 |

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](http://www.myschool.edu.au/) website at <http://www.myschool.edu.au/>.

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

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 | 13 | 10 | 0 |
| Full-time equivalents | 8 | 5 | 0 |

*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 | | *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
| Masters | | |
| Graduate Diploma etc.* | 13 | |
| Bachelor degree | | |
| Diploma | | |
| Certificate | | |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 14, 272.69.

The major professional development initiatives are as follows:

- Classroom profiling, Calm Mind PD, How to Teach Spelling PD, Big 6 Training, Communities of Practice, Robotics, Planning Days, Age Appropriate Pedagogies, Induction, Teaching Reading Online Learning.

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. | 97% | 97% | 98% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% 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 | 94% | 95% | 94% |
| Attendance rate for Indigenous** students at this school | 92% | 94% | 77% |

* 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 | 94% | 95% | 92% |
| Year 1 | 94% | 95% | 95% |
| Year 2 | 94% | 95% | 93% |
| Year 3 | 93% | 96% | 94% |
| Year 4 | 94% | 97% | 95% |
| Year 5 | 94% | 94% | 92% |
| Year 6 | 96% | 96% | 96% |

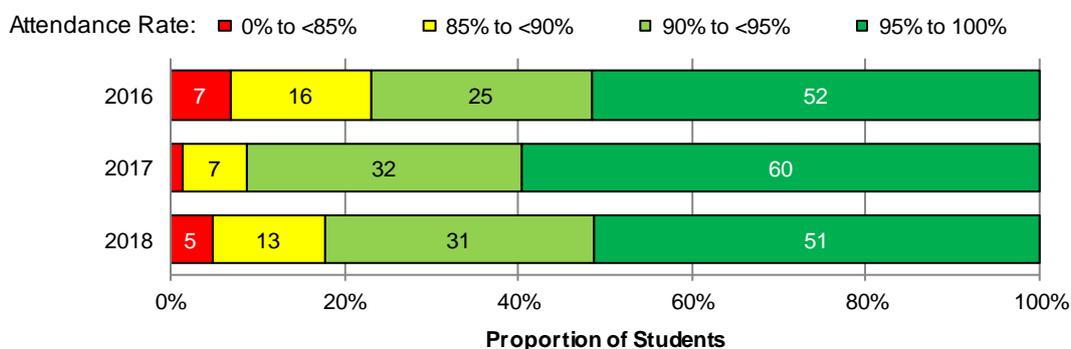
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7 | | | |
| Year 8 | | | |
| Year 9 | | | |
| Year 10 | | | |
| Year 11 | | | |
| Year 12 | | | |

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.

At Thangool State School there are set procedures in place to manage the attendance requirements of students. To identify student absences and ensure the accuracy of student attendance statistics, the roll is marked twice daily, once at the commencement of the school day, and once after the lunch break. The roll is used, on a regular basis, to update the data held by Education Queensland relating to student attendance.

Same Day Absence procedures include SMS processes to parents of absent children.

In the situation of reoccurring non-attendance or unexplained absence, the class teacher or Principal make contact with the family to inquire about the student's absence and to determine any follow-up required. Students who attend 95% or better each term are recognized at the end of term rewards day. All students with an attendance below 85% are case managed by the Principal.

Thangool State School has a class award each week for the Year level with the highest attendance and a reward for the highest attendance class each term. Each class conduct attendance rewards within their classrooms, negotiated with the children in those classes..

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

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.

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | |
|------------|---|---------|---|---------|----------|------|------|------|--|
| | << >> | | | | | | | | |
| Compare to | <input checked="" type="radio"/> Schools with similar students | | <input type="radio"/> All Australian students | | | | | | i Interpreting this table |
| | Reading | Writing | Spelling | Grammar | Numeracy | | | | |
| Year 3 | 407 | 368 | 391 | 425 | 395 | | | | |
| Year 5 | 490 | 467 | 485 | 492 | 470 | | | | |

Selected school's average when compared to schools with similar students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below