



Thangool State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training



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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 Queensland 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, verse speaking choir, singing choir, project club, camps, private music lessons, Biloela show, Biloela eisteddfod, Robotics, Reader's Cup, MudPit and Nature Play, 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.

Principal's Forward

Introduction

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 endeavouring 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.

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

Acting Principal

School Progress towards its goals in 2016

Key Priorities for 2016

Numeracy: Focus on a range and balance of Pedagogies

Student Centred Curriculum planning – use Broad-brush Planning

Analytical use of data – Performance trackers, 5 weekly data meetings, Social Justice Meetings

Putting faces on the data

Staff attend Numeracy PD – write and use Open-ended problem solving questions

Daily Number facts Program

Reading: Implement Thangool Reading Program

Analytical use of data – use of reading data to inform differentiated individualised student action plans

Use SCORE as a Reading Comprehension strategy

Peer Observations to improve teaching of reading

Timely and effective feedback to students and teachers



Future Outlook

Improvement priority: Systematic and consistent Australian Curriculum implementation

Strategy: Systematic Curriculum Delivery			
Actions	Targets	Timelines	Responsible Officer/s
Embed Broad-brush planning practices of ACARA and unpack achievement standards with all teachers.	100% of staff	On-going & Planning Day	All Teaching Staff
Conduct moderation to review student work and results across all areas of the school.	100% of staff	On-going	All staff
Strategy : Expert Teaching Teams			
Actions	Targets	Timelines	Responsible Officer/s
High Performance Team – continue with Relationship Building activities and forum to share mini-cops artefacts.	100% of staff	Meet each 5 weeks	Principal / All staff
Mini-CoPs – Numeracy, Reading, Wellbeing, Attendance. Clear agenda set for each meeting with measurable targets for improvement.	All staff actively involved in a CoP of their interest	Meet X 3 each term	Mini-CoPs teams and Leaders All staff
Embed feedback/coaching processes across school	100% of teaching staff	1 x Term	All Teaching Staff
Strategy: Effective Pedagogical Practice			
Actions	Targets	Timelines	Responsible Officer/s
Embed Pedagogical Framework including Age Appropriate Pedagogies across whole school	100% of staff	On-going	All Staff
Collaboratively develop Whole School Reading Framework	95% of students at C or better for English, Mathematics and Science	Ongoing	Reading CoP
Professional development on Big 6 to inform effective teaching of reading	95% of students at C or better for English, Mathematics and Science	On-going	Reading CoP
Numeracy – develop effective teaching of numeracy within the AC. Number Facts – Year level.		On-going	Numeracy CoP
Co-construct learning walls which include exemplars, matrices and GTMJ's.		Each new unit	All teachers
Establish data walls to enable high quality data conversations to drive pedagogy and student outcomes.		5 weekly	All teachers

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	112	56	56	2	94%
2015*	115	54	61	2	93%
2016	120	54	66	4	93%

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

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	22
Year 4 – Year 7	14	26	29
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 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 10 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

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	100%	94%
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)	89%	83%	100%
their child's learning needs are being met at this school* (S2003)	89%	100%	94%
their child is making good progress at this school* (S2004)	89%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	100%	100%
teachers at this school motivate their child to learn* (S2007)	89%	100%	100%
teachers at this school treat students fairly* (S2008)	78%	67%	83%
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%	89%
this school takes parents' opinions seriously* (S2011)	88%	83%	82%
student behaviour is well managed at this school* (S2012)	89%	67%	100%
this school looks for ways to improve* (S2013)	89%	83%	94%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	100%	98%
they like being at their school* (S2036)	97%	91%	98%
they feel safe at their school* (S2037)	72%	82%	95%
their teachers motivate them to learn* (S2038)	87%	95%	100%
their teachers expect them to do their best* (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	95%	100%
teachers treat students fairly at their school* (S2041)	80%	90%	98%
they can talk to their teachers about their concerns* (S2042)	72%	86%	95%
their school takes students' opinions seriously* (S2043)	80%	100%	98%
student behaviour is well managed at their school* (S2044)	62%	95%	95%
their school looks for ways to improve* (S2045)	93%	95%	100%
their school is well maintained* (S2046)	86%	100%	95%
their school gives them opportunities to do interesting things* (S2047)	83%	95%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	91%	100%
they feel that their school is a safe place in which to work (S2070)	100%	91%	100%
they receive useful feedback about their work at their school (S2071)	100%	73%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	89%	90%
students are encouraged to do their best at their school (S2072)	100%	91%	100%
students are treated fairly at their school (S2073)	100%	91%	100%
student behaviour is well managed at their school (S2074)	100%	91%	100%
staff are well supported at their school (S2075)	80%	64%	93%
their school takes staff opinions seriously (S2076)	80%	73%	93%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	90%	100%	100%
their school gives them opportunities to do interesting things (S2079)	90%	73%	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 on a Wednesday afternoon of the month, at the school. 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. It is this parent involvement that makes our school the wonderful place that it is.

Respectful relationships programs

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

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	4	3	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.

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	60,375	7,767
2014-2015	55,329	
2015-2016		

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	10	10	0
Full-time Equivalents	7	5	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	10
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 \$7 436.02.

The major professional development initiatives are as follows:

- Communities of Practice, Robotics, Planning Days, Age Appropriate Pedagogies, SCORE, Induction, Numeracy, Dyslexia Training, Strive, Online Learning.

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	92%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	88%	92%

*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%.

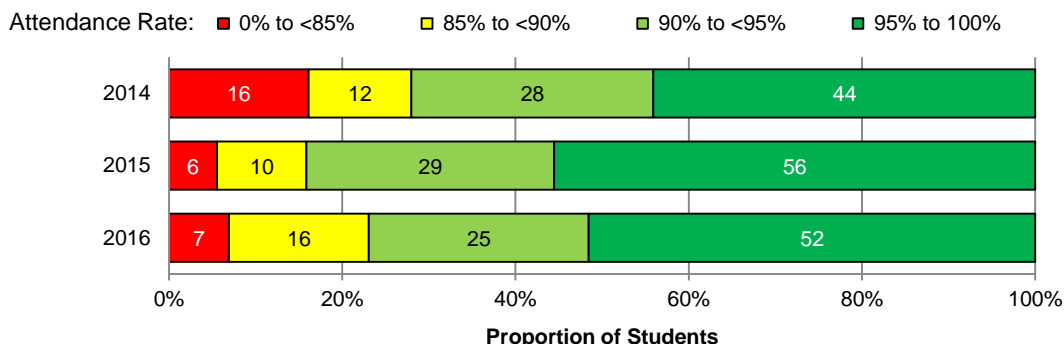
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	95%	91%	93%	95%	88%	95%	96%					
2015	95%	92%	96%	95%	95%	95%	95%						
2016	94%	94%	94%	93%	94%	94%	96%						

*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.

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.

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.

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