

Thornlands State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Our school community is proud of the school's achievements and its high standing in the local community. It is a great school, harmonizing high quality education with a sense of community spirit, in close proximity to beautiful Moreton Bay.

Thornlands has built a reputation as a caring school with excellent educational opportunities, including a quality curriculum which incorporates academic, social, cultural and sporting excellence, high behaviour standards and a commitment to continuing improvement and lifelong learning.

We welcome and support Prep – Year 7 children, with all individuals valued and encouraged to participate to the best of their ability. In 2013 the school had 29 classes and we continue to attract enrolments from a broad geographic area. Many of our new families report that they are choosing to come to Thornlands because of our positive reputation in the community.

Our school Vision is- MORE (Making Our Results Excellent) – this means ensuring that every one of our students is achieving to their full potential- whatever that may be. We are very proud of the great work that our dedicated, committed staff does each and every day to enact this Vision.

We offer a broad range of extra curricula opportunities, with key highlights in 2013 including the ANZAC ceremony, Cultural Evening, sporting events and school camps from Year 1 - 7.

We expect students and parents to support our school values and beliefs and all in the school community must support our Responsible Behaviour Plan. Students here are encouraged to display respect, civic duty, problem solving skills and a desire to participate and strive for their best always.

We are proud of our traditions, whilst at the same time reaching into the future to create a responsive curriculum which prepares our children for the future. In 2013 a key focus was on consolidating the teaching of the National Curriculum in Maths, English and Science; whilst also developing a cross-curricula approach to ICTs and team planning which delivers rigour, accountability and quality control ensuring consistency of practice across the school and positioning the school well in striving for continuous improvement.

2013 NAPLAN results were a cause for celebration with our students performing at, or above the National Average in virtually all strands. Other positive data in 2013 were the high levels of staff satisfaction with the workplace and staff morale, as well as parent satisfaction, which improved in 2013 in a number of significant indicators.

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Congratulations to all students, staff and community members who have worked together towards achieving our goals in 2013.

School progress towards its goals in 2013

Key priorities for 2013, as identified in the Annual Implementation Plan were:

- Continue the implementation and embedding of the National Curriculum in Maths, English and Science
- Plan and prepare for the implementation of the National Curriculum in History and Geography
- Implementation of school's "Teaching and Learning Improvement Plan" (improvement agenda)
- Whole school focus on developing Higher order thinking in all Learning Areas
- Embed whole school assessment plan, including standardised assessment for tracking and monitoring of all students
- Implement school Reading Program
- Introduce use of data for student goal setting in Writing
- Adopt M.O.R.E. (Making Our Results Excellent) ie achieving every students' personal best, as the overarching Vision for our school in 2013
- Analysis of NAPLAN data to identify trends in whole school, cohorts and individuals
- Continue targeted intervention programs

Progress towards these goals in 2013 was significant as evidenced by the following:

- All teachers utilising Curriculum into the Classroom resources to continue to implement the National curriculum in Maths, English and Science
- Improved assessment practices ensuring students' progress is tracked carefully across the school in order to maximize individual progress.
- Further development and expansion of school based enrichment programs under the banner of 'Thornlands' Thinkers'
- The continuation of teachers planning in teams under the leadership of the Head of Curriculum to ensure consistency of curriculum delivery across the school.
- Maintenance of our already effective process for proactively identifying, supporting and tracking students with special learning and/or social/emotional needs, including identification of gifted students
- The finalisation of our whole school behaviour management review. From the review the school will implement a Positive Behaviour for Learning Framework in 2014 to ensure high expectations of behaviour and positive social outcomes for all of our students.
- M.O.R.E. (Making Our Results Excellent) Framework embedded in each and every classroom across the school.

Future outlook

Thornlands State School looks forward to a continued focus on excellence with the maintenance and further improvement of high standards in learning and behaviour remaining a clear priority. Key priority areas of further development include training and preparation for implementation of Positive Behaviour for Learning Framework, the introduction of "You Can Do It" social/emotional learning program across the whole school and the further embedding of Higher Order Thinking as a pedagogical practice in all Learning Areas.

Whilst the school is, overall, a high performing school, we identify the need to continue improving individual standards and school performance outcomes particularly by supporting our full range of students to ensure our most capable are extended to achieve the best outcomes possible.

Our Head of Curriculum provides ongoing support for teachers in the planning and implementation of the National curriculum across an expanded list of subjects via the "Curriculum to the Classroom" resources. Teachers will continue to plan together in their year level teams and also meet to moderate student work, thus ensuring consistent teacher judgment of the quality of student work.

Explicit teaching, particularly in key areas of reading and number, is highly valued. In 2014 the teaching of writing and reading development will be a key area of focus with a Student Goal Setting and Feedback program, as well as targeted professional development for staff, being a key to improvement in student outcomes. Building on the professional development completed in 2013, teachers regularly analysing student data to track progress, inform student groupings and teaching practice, is

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continue as a area of focus in 2014.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	696	327	369	94%
2012	713	352	361	95%
2013	686	327	359	95%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Our mix of students is mainly Australian and European but there are also families from New Zealand, Asia, South Africa, China and India. In 2013, nineteen students identified as being of Aboriginal or Torres Strait Island descent.

The school has a Special Education Program which caters for a variety of students with such diagnoses as Asperger's Syndrome, Speech Language Impairment and Intellectual Impairment.

We seek to enhance our students' readiness for school through a range of prep programs which focus heavily on early intervention, oral language development and speech language support.

Prep enrolments have grown in the last couple of years, with students coming to us from a broad geographic area. A large number of families cite the reputation of the school in the community as a reason for choosing Thornlands SS.

Our students are actively involved in sport and a variety of clubs external of the school (eg Nippers, Scouts, Aerobics).

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	21	20
Year 4 – Year 7 Primary	26	23	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Explicit school rules make the expectations of behavior very clear to all of our students. In addition, a Reward Day, at the end of each term, acknowledges, celebrates and rewards the good behavior of 99% of our students. This has been very successful in enhancing the positive climate of our classrooms and playground overall.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013

Our school at a glance

Short Suspensions - 1 to 5 days	25	14	18
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

HOC (Head of Curriculum) and Year Level teams engage in joint curriculum planning to ensure consistency and quality programs across all year levels

Three Gifted and Talented Mentors assist in the development of program enrichment activities for capable students and teacher professional development

Identification of Gifted students

Project 600- Online learning for identified students

“Thornlands Thinkers”- extension program for identified students

Mathletics, Reading Eggs, Reading Eggspress- online programs to enhance learning for all

Whole school Student Goal Setting and Feedback program in the teaching of writing

Maths Extension with Problem-solving and Number (Years 2 to 7)

Early Years reading intervention and support program

Buddy reading support mentors involving Year 6 and Year 2 students

Whole School Reading Program with identified Guided Reading Lessons in every classroom

Camping program (Yr 3-7) to support Health and Physical Education curriculum and Environmental Education

Extra curricula activities

Senior and Junior Choirs with an emphasis on enjoyment, fun and participation (includes several public performances)

Senior and Junior Bands, in addition to the Instrumental Program (Year 4-7)

Guitar lessons and group performances conducted by “Sound Shed” personnel

String orchestra in addition to the strings program (Years 3 – 7) with training and performances

Dance Team- (junior and senior)- train after school

School Musical – involving well over 100 students and staff in drama, singing and dancing

Rugby League after school tournament program involving coaching and competitive games

Inter-school Cluster sports days – maximising participation of students in competitive sport

Student Council

Computer Club – operates from the school computer lab

Multiple staff involved as regional coaches and managers for a variety of sports.

How Information and Communication Technologies are used to assist learning

100% classrooms have Interactive Whiteboards enabling all teachers access to this 21st Century technology – and increasingly making computers integral to learning through the active engagement of students. In addition the school has three air conditioned computer labs.

Teachers increasingly design their own interactive teaching and learning tools as well as utilising comprehensive online tools.

Our school at a glance

The internet is used as an invaluable research tool with all classrooms being networked. Students from Prep to Year 7 confidently and independently demonstrate their learning as individuals and small groups, or through whole class lessons in the labs, where again, learning is not only visually stimulating but can connect them immediately to the world of elearning. The school has a dedicated ICT specialist teacher who supports the class teachers to develop the skills required to embed ICT across the curriculum. In 2013 all class teachers completed further professional development in ICT and teachers continued to develop Ed Studios (Virtual Classrooms) to enhance student access to learning both in and out of school hours. Students are able to prepare their own multimedia presentations on current topics, utilising digital cameras and video cameras and make use of our new green room. A class set of I Pads further enhanced access to a range of online learning programs.

Use of the *Mathletics* Program, as well as *Reading Eggs* and *Reading Eggspress* across the school has proven a highly motivating way to consolidate and extend maths and literacy learning for all students. These programs allow children to work at their own levels in a fun and exciting way, at school and at home.

Social climate

The staff, parents and students of Thornlands work together to build a school climate which is safe, supportive and engaging and one which aims to deliver development of the whole child. In 2013 97% of parents surveyed believed that "this is a good school". "that their child likes being at this school" and "that teachers at this school treat students fairly". These excellent results have been achieved through a high level of expectation and a comprehensive whole school approach to safety, respect and personal responsibility. All stakeholders share responsibility in the development of responsible student behaviour via consistency of standards and procedures. Each term a Reward Day is held to acknowledge and celebrate the positive behaviour of the overwhelming majority of our students.

The school Support Needs Action Committee works with staff, students and parents to support children with learning difficulties or personal issues. Specific proactive and intervention programs, as supported by the school's Guidance Officer, Behaviour Advisory Teacher, Learning Support Teacher, Special Education Teachers, Speech Language Pathologist, the school chaplain, school administration and teachers, working as a team with the parent, aim to help the children become independent and self-disciplined learners and enable them to be the best that they can be.

In addition staff have a "Staff Well Being Committee" and parents are invited to participate in "Thornlands Friends" and the P&C Committee. Parents and staff work together on many joint activities such as the school musical, fundraising and plans for school improvement. In 2013 a Breakfast Club operated once a week as part of the chaplaincy support team. The school recognises the importance of the promotion of Indigenous self-identity and the relevance of Indigenous issues for the school curriculum. A positive sense of self-identity for all young people is promoted through weekly class awards, NAIDOC Week, ANZAC Day and a range of sporting and cultural events.

An understanding of what bullying is, the responsibility of all in response to this type of behaviour and strategies to address any bullying is taught regularly and consistently to enhance responsiveness of all and minimise bullying behaviours overall. The acceptance, inclusion and support of new students, students of other language and cultural backgrounds within the class and school community and the friendliness and caring that students display to peers, regardless of age and ability, is a pleasure to see.

Parent, student and staff satisfaction with the school

Thornlands State School continues to maintain, or improve on, a very high level of satisfaction from all stakeholders, as our staff continues to work closely with the whole school community in striving towards the best possible outcomes for all of our students.

100% parents surveyed in 2013 agreed with the following indicators:

- My child likes being at this school
- Teachers at this school treat students fairly
- I can talk to my child's teachers about my concerns
- This school provides useful information online
- This is a good school

A focus area for improvement in 2013 is the satisfaction levels of students. Whilst their satisfaction is good, as a group, they are generally less satisfied than parents and staff particularly in the area of

Our school at a glance

perceiving that their feedback is valued.

Satisfaction levels of the teaching staff are very positive, with overall results higher than the State mean.

Performance measure (Nationally agreed items shown*)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	85%	97%
this is a good school (S2035)	100%	97%
their child likes being at this school* (S2001)	100%	93%
their child feels safe at this school* (S2002)	95%	93%
their child's learning needs are being met at this school* (S2003)	85%	93%
their child is making good progress at this school* (S2004)	85%	100%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%
teachers at this school motivate their child to learn* (S2007)	95%	97%
teachers at this school treat students fairly* (S2008)	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%
this school works with them to support their child's learning* (S2010)	85%	92%
this school takes parents' opinions seriously* (S2011)	85%	92%
student behaviour is well managed at this school* (S2012)	84%	89%
this school looks for ways to improve* (S2013)	84%	96%
this school is well maintained* (S2014)	95%	97%

Performance measure (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	90%	95%
they like being at their school* (S2036)	82%	94%
they feel safe at their school* (S2037)	92%	98%
their teachers motivate them to learn* (S2038)	92%	97%
their teachers expect them to do their best* (S2039)	94%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	98%
teachers treat students fairly at their school* (S2041)	81%	92%
they can talk to their teachers about their concerns* (S2042)	77%	88%
their school takes students' opinions seriously* (S2043)	66%	82%
student behaviour is well managed at their school* (S2044)	74%	83%
their school looks for ways to improve* (S2045)	88%	95%
their school is well maintained* (S2046)	88%	91%

Our school at a glance

their school gives them opportunities to do interesting things* (S2047) 82% 96%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	94%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	94%
their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	92%
their school gives them opportunities to do interesting things (S2079)	98%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Very early in the year, the school hosts a series of Parent-Teacher Evenings where parents have the opportunity to meet the teachers, find out about the curriculum and educational trends, look at resources and learn about teaching strategies. The school has two designated face-to-face reporting events but parents are encouraged at all times, through an open door policy, to discuss issues of concern with staff.

Communication is of vital importance and, in addition to class communication letters which are sent to parents each term, the school newsletter (E newsletter and hard copy), website, parent workshops, noticeboard and P&C newsletters provide interesting and relevant updates and information. Parents are invited to be on a wide range of committees, including the P&C and many assist in classrooms, on excursions, on camps and with special projects. Many parents connect with their child's teacher via e-mail.

Parents are also warmly welcomed and are part of special events such as Anzac Day, Cultural Evening, Prep Fairy Tale Ball, Education Week Celebrations, Easter Hat Parade, Grandparents Day, Family Reading Night, Queensland Day, Sports days, Graduation, Leadership Ceremonies, Art Show and the school Musical.

Periodically, parent workshops are provided by school staff to further enhance parents' understanding of school programs and develop their skills in supporting the learning of their children

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

A number of water leaks were experienced in 2011, resulting in a dramatic increase in the water usage by the school. Pipes were repaired and where possible, plumbing has been upgraded with a resulting drop in water use in 2011-12, although water leaks still occur at times.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	181,372	7,720
2011-2012	179,988	4,342
2012-2013	186,214	4,680

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

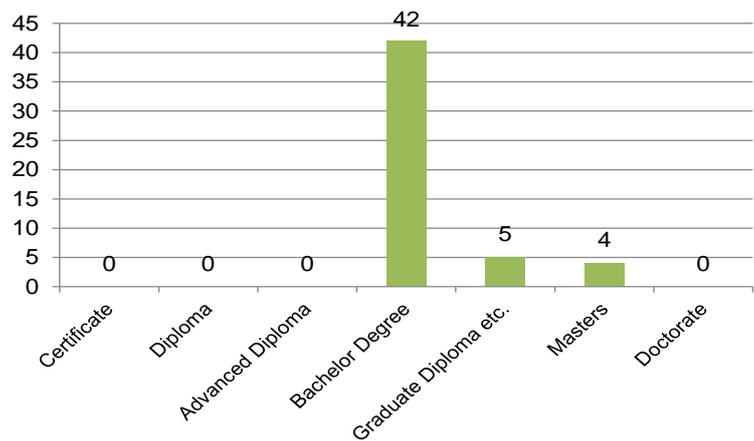
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	51	24	<5
Full-time equivalents	42	16	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	42
Graduate Diploma etc.	5
Masters	4
Doctorate	0
Total	51



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$25,091.45.

The major professional development initiatives are as follows:

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Reading comprehension

Our staff profile

Differentiation Mentors

Curriculum planning days.

Peer Learning Circles – National Curriculum, Moderation, Differentiation, Goal Setting, Data analysis

ICT – tools & teacher resources, Learning Place, Ed Studios

School Leadership Development

Professional Associations and networks – Principal, Deputy Principals, Business Service Manager, Head of Curriculum ,Support Teacher Literacy and Numeracy

Behaviour Management

Supporting the ASD child, Discovering Disability and Diversity

Non-Violent Crisis Intervention

Workplace Health and Safety- Manual Handling, Fire Safety, Fire Extinguisher Training

Senior First Aid Qualifications and CPR updates

One School – accessing and analysing NAPLAN reports, markbook, unit planning

Standardised assessment – PAT tests- implementation, analysis, data entry on One School

PM Benchmarking

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

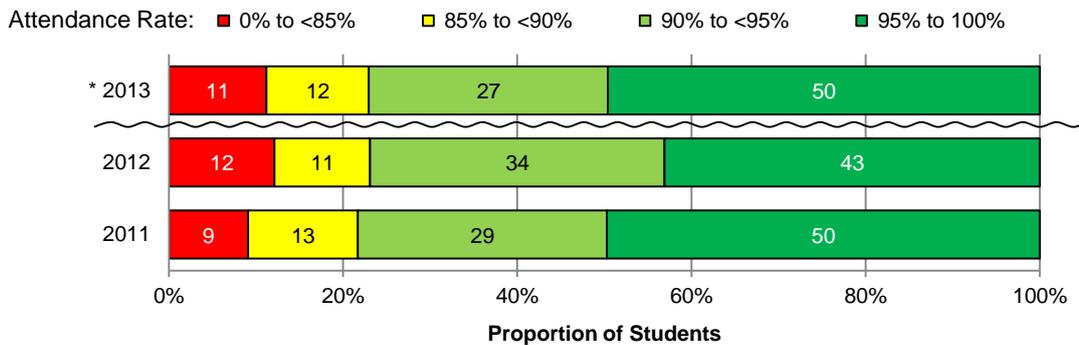
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	94%	94%	91%	94%	93%	92%					
2012	93%	92%	92%	93%	93%	92%	92%					
2013	94%	94%	93%	93%	92%	93%	91%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Parents are expected to contact the school by phone or in writing. The Absence Line is prominently displayed in the newsletter.

Rolls are marked by class teachers twice per day; at the start of the day and after the second break. During 2012 teachers began

marking rolls electronically on the One School database.

Attendance data is checked by administration staff.

Teachers maintain regular contact with parents around student absences.

If, after three days, there has been no contact relating to the absence, the parents / caregivers are contacted.

Formal letters from the school are sent once students have repeated unexplained absences.

The importance of school attendance is regularly published in the school newsletter.

Meetings with parents of poor attending students are supported by the Guidance Officer, Chaplain, Head of Special Education Services and other administration staff. Underlying reasons are addressed collaboratively where appropriate.

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.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Performance of our students

In 2013, Thornlands SS had 23 indigenous students. Their attendance rate overall (91.6%) was a little below that of non-indigenous students (93.1%). There are a number of unusual, but valid and extenuating factors, in the high rate of absenteeism in some of our indigenous students in 2013. The school maintains close contact with these families to support their specific needs.

Overall, in 2013, the academic achievement for our indigenous students was pleasing, with the attainment in NAPLAN results in Reading, Writing and Numeracy close to, or exceeding the National Mean for all students. All of our indigenous students receive targeted support, either intervention to extension, dependent on their needs, to maximise their learning outcomes.