

Thornlands State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Thornlands SS has proudly been serving the Thornlands community for over 100 years. It is a great school, harmonizing high quality education with a sense of community, in close proximity to beautiful Moreton Bay. We are proud of our school's achievements and its high standing in the local 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- with a broad range of extension and support programs operating to enhance learning for all.

We offer a broad range of extra curricula opportunities- including Dance Team, choirs, bands and sport - with key events each year including, the ANZAC ceremony, Prep Fairy Tale Ball, Cultural Evening, Prep Circus, sporting events, school camps, school Musical or Art Show.

Thornlands SS has enjoyed very strong enrolment growth in the last few years with new families citing our exceptional reputation in the local community, as well as our academic outcomes, as their main reasons for choosing Thornlands.

We are a Positive Behaviour for Learning (PBL) School and as such we expect students and parents to support our school values and strive at all times to "Be Safe, Respectful and Responsible". Students at Thornlands are encouraged to participate and strive for their best always.

At Thornlands SS we value teamwork and our extraordinary staff, wonderful parents and sensational students work together every day to achieve the best possible outcomes for all!!

School progress towards its goals in 2014

Key priorities for 2014, as identified in the Annual Implementation Plan were:

- Teachers regularly analysing school and systemic data to ensure teaching matches student needs- especially in reading, writing and number
- More effective teaching of reading

- Numeracy
- Embed Higher Order Thinking as a pedagogical practice in all Learning Areas ; enhancing outcomes for our most capable students
- Training and preparation for implementation of Positive Behaviour for Learning (PBL) in 2015.
- Introduction of “You Can Do It “social/emotional learning program across the whole school.

Progress towards these goals in 2014 was significant as evidenced by the following:

- OUTSTANDING 2014 NAPLAN results: In Year 3 and 5 Thornlands SS is AT, ABOVE, or WELL ABOVE the National average IN EVERY STRAND

An average of 97% students achieved above the National Minimum Standard in all strands

Close to 50% of our Year 3 students were in the top two bands for Reading, Spelling and Grammar and Punctuation

Close to 40% of our Year 3 and Year 5 students were in the top two bands for Numeracy

- Discipline Audit – “high” and “outstanding” ratings in all domains. Excellent commendations from the auditor regarding our whole school approach to consistent and positive management of student behaviour.
- 100% Prep- Year 2 students engaged in small group explicit teaching of reading with an adult at least four days per week with significant gains in reading outcomes.
- All teachers planning in teams under the leadership of the Head of Curriculum to ensure consistency of curriculum planning, assessment and reporting across the school.
- Maintenance of our already effective process for proactively identifying, supporting and tracking students with special learning and/or social/emotional needs.

Future outlook

Priority Areas for Development in 2015

- Supportive School Environment - key focus on developing school wide consistency in managing student behaviour; whole school implementation of PBL; embedding school Responsible Behaviour Plan and the “You Can Do It “social/emotional learning program across the whole school.
- Teaching Practice- Refine and embed all aspects of the pedagogical framework as developed over the previous 3 years- with particular focus on the key areas of reading, writing and number.
- School – Community Links - Enhance school- community links via a range of community events, parent workshops, communication strategies and out of hours activities etc.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	713	352	361	95%
2013	686	327	359	95%
2014	725	336	389	97%

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 2014, eighteen 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 Disability.

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.

Enrolment growth has necessitated the implementation of an Enrolment Management Plan in 2014.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	20	22
Year 4 – Year 7 Primary	23	26	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	14	18	37
Long Suspensions - 6 to 20 days	0	1	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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

Identification of Gifted students

“Thornlands Thinkers”- extension program for identified students

Project 600- Online learning for identified students

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

Whole school Student Goal Setting and Feedback program in the teaching of reading, writing and number.

Early Years reading intervention and support program- “Rally Readers” (Year 1-2) and “Prep Reading Muster”

Buddy reading support mentors involving Year 6 and Year 2 students

Whole School Reading Program with Guided Reading Lessons in every classroom

Maths Extension with Problem-solving and Number

Camping program (Year 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 numerous 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

Strings groups 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

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

Student Council and other Student Leadership roles

Computer Club – operates from the school computer lab

Chess Club

Staff involved as regional coaches and managers for basketball and track and field

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. 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 2014 all class teachers completed further professional development in ICT.

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. The school has large numbers of Ipads available for small group and whole class learning.

Use of the *Mathletics* Program, as well as *Reading Eggs* 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

Our school Values (as identified by all key stakeholders, through the Quadrennial School Review process) are Excellence, Trust, Respect, Inclusion, Community and Teamwork.

The staff, parents and students of Thornlands work together to build a school culture, based on these values, which is safe, supportive and engaging and one which aims to deliver development of the whole child.

The school Support Needs Action Committee works with staff, students and parents to support children with learning needs 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 the P&C Committee and a range of community events. Parents and staff work together on many joint activities such as the school musical, fete, other fundraising and plans for school improvement. A Breakfast Club operates 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.

In 2014 extended absences by key members of the school leadership team, saw some inconsistencies reflected in some opinion survey feedback. However, the return of stable leadership in Semester 2, 2014 has seen a return to very high expectations and achievement of a positive school climate overall.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	85%	97%	88%
this is a good school (S2035)	100%	97%	91%
their child likes being at this school* (S2001)	100%	93%	90%
their child feels safe at this school* (S2002)	95%	93%	90%
their child's learning needs are being met at this school* (S2003)	85%	93%	83%
their child is making good progress at this school* (S2004)	85%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	87%
teachers at this school motivate their child to learn* (S2007)	95%	97%	88%
teachers at this school treat students fairly* (S2008)	100%	93%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	91%
this school works with them to support their child's learning* (S2010)	85%	92%	81%
this school takes parents' opinions seriously* (S2011)	85%	92%	79%
student behaviour is well managed at this school* (S2012)	84%	89%	77%
this school looks for ways to improve* (S2013)	84%	96%	90%
this school is well maintained* (S2014)	95%	97%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	90%	95%	93%
they like being at their school* (S2036)	82%	94%	95%
they feel safe at their school* (S2037)	92%	98%	92%
their teachers motivate them to learn* (S2038)	92%	97%	99%
their teachers expect them to do their best* (S2039)	94%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	98%	98%
teachers treat students fairly at their school* (S2041)	81%	92%	88%
they can talk to their teachers about their concerns* (S2042)	77%	88%	84%
their school takes students' opinions seriously* (S2043)	66%	82%	86%
student behaviour is well managed at their school* (S2044)	74%	83%	83%
their school looks for ways to improve* (S2045)	88%	95%	94%
their school is well maintained* (S2046)	88%	91%	91%
their school gives them opportunities to do interesting things* (S2047)	82%	96%	94%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	93%
they feel that their school is a safe place in which to work (S2070)		98%	96%
they receive useful feedback about their work at their school (S2071)		94%	93%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		100%	98%
student behaviour is well managed at their school (S2074)		94%	82%
staff are well supported at their school (S2075)		94%	87%
their school takes staff opinions seriously (S2076)		96%	93%
their school looks for ways to improve (S2077)		100%	96%
their school is well maintained (S2078)		92%	75%
their school gives them opportunities to do interesting things (S2079)		98%	91%

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

'Agree' represents the 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.

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, Fete 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 at home.

Reducing the school's environmental footprint

A number of water leaks were experienced in 2014, resulting in a dramatic increase in the water usage by the school. Pipes were repaired and where possible, plumbing has been upgraded but water leaks still occur at times.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	179,988	4,342
2012-2013	186,214	4,680
2013-2014	238,055	55,390

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.

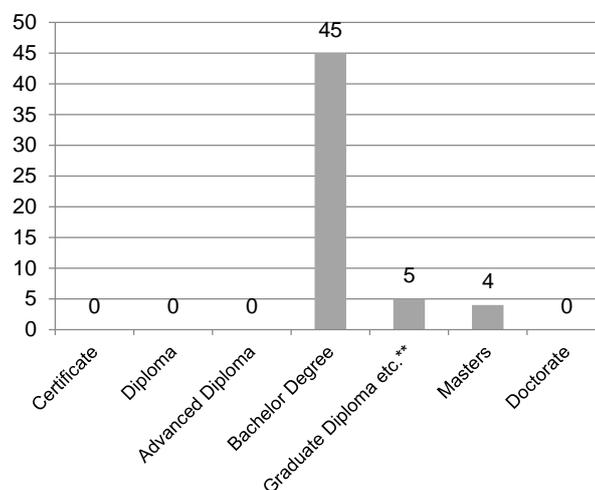
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	54	29	<5
Full-time equivalents	43	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	45
Graduate Diploma etc.**	5
Masters	4
Doctorate	0
Total	54



*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 2014 were \$25 440.

The major professional development initiatives are as follows:

Reading comprehension

Curriculum planning days.

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

ICT – tools & teacher resources, Learning Place

School Leadership Development

Peer Coaching

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

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

Senior First Aid Qualifications and CPR updates

One School

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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

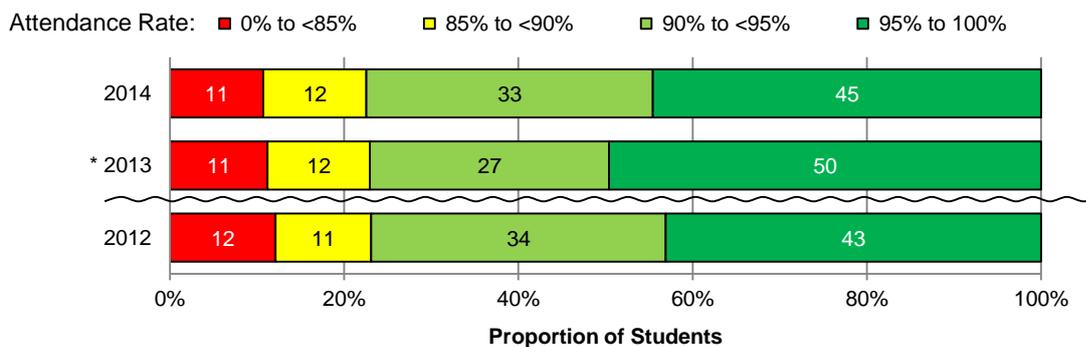
Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%

The overall attendance rate in 2014 for all Queensland 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
2012	93%	92%	92%	93%	93%	92%	92%					
2013	94%	94%	93%	93%	92%	93%	91%					
2014	93%	94%	93%	93%	93%	93%	91%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Non Attendance is managed in the following ways:

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

- Rolls are marked electronically, by class teachers twice per day; at the start of the day and after the second break.
- After the morning roll marking an SMS message is automatically sent to every parent of students who have unexplained absences on that day, reminding the parents to contact us.
- 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 by a Deputy Principal.
- 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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Achievement – Closing the Gap

In 2014, Thornlands SS had 18 indigenous students. Their attendance rate overall (89.6%) was a little below that of non-indigenous students (93%). However the percentage of indigenous students (25%) with attendance rates below 85% was significantly greater than non-indigenous students (10.7%). The school maintains close contact with our indigenous families to support their specific needs.

Overall, in 2014, the academic achievement for our indigenous students was pleasing. The school had no Year 3 indigenous students in 2014, but the Year 5 NAPLAN results in Reading of our indigenous students was close to the National Mean and exceeded it in Writing and Numeracy. All of our indigenous students receive targeted support, ranging from intervention to extension, dependent on their needs, in order to maximise their learning outcomes.