



Thornlands State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Thornlands State School's Vision is- MORE (Making Our Results Excellent) – this means ensuring that every one of our students is reaching their full potential.

We are very proud of the great work that our dedicated, committed staff does each and every day to enact our Vision- with a broad range of extension and support programs operating to enhance learning for all. A whole school approach to best practice in the teaching of Reading and Writing has been refined and embedded over the last 5 years, with all students having individual reading and writing goals. These are communicated to parents, who are seen as vital partners in achieving the best learning outcomes for each individual student. This home- school connection has been further enhanced in the last couple of years with the introduction of our "Leap into Prep" (Pre-Prep) program for students who enrol for Prep in the coming school year.

Our OUTSTANDING NAPLAN results speak for themselves with Thornlands being one of the highest performing schools in the Redlands area, having demonstrated sustained improvement every year for the last 5 years.

At Thornlands SS we "Grow the Whole Child" offering a broad range of extra curricula opportunities - Dance Team, choirs, bands and sport - with key events each year including the Prep Fairy Tale Ball, Cultural Evening, the School Musical and Art Show, the Prep Circus, ANZAC Day ceremony, camps and sporting events- such as Cluster Sports, Swimming, Cross Country and Track and Field days.

Thornlands is a Positive Behaviour for Learning (PBL) school and as such we expect students and parents to support our school values (Excellence, Trust, Respect, Inclusion, Community and Teamwork) and strive at all times, as learners, to "Be Safe, Respectful and Responsible". Students at Thornlands are encouraged to participate and strive for MORE in every aspect of their school experience.

A strength of our school is the sense of community as our extraordinary staff, wonderful parents and sensational students work together every day to achieve the best possible outcomes for all!!

Indeed, 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 NAPLAN data, as their main reasons for choosing Thornlands.

Principal's Forward

Introduction

This Report will outline our priorities and goals for 2016 and the extent to which these were achieved.

School Progress towards its goals in 2016

Thornlands State School's Vision is- MORE (Making Our Results Excellent) – this means ensuring that every one of our students is reaching their full potential.

During 2016, we maintained our focus on improved outcomes in the teaching of reading across the school, as well as a renewed focus on developing consistent best practice in the teaching of writing.

The 2016 NAPLAN results are a strong indicator that we are achieving our school Vision.

Whilst this is only one measure of academic success, it is nevertheless a significant indicator of how effectively we, as a school, are ensuring the best possible learning outcomes for all of our students as they move through the school.

Some 2016 highlights:

Year 3:

- *Mean scores similar to the Nation in every Strand*
- *44% of students scored in the top 2 bands for Reading*
- *49% of students scored in the top 2 bands for Grammar and Punctuation*
- *43% of students scored in the top 2 bands for Writing.*

Year 5:

- *Mean Scores **higher the Nation** in Reading, Grammar and Punctuation and Numeracy*
- *Mean scores similar to the Nation in Writing and Spelling*
- *46% of students scored in the top 2 bands for Reading*
- *46% of students scored in the top 2 bands for Grammar and Punctuation*
- *43% of students scored in the top 2 bands for Numeracy.*

These results are indeed something to be proud of and are the outcome of the wonderful work that our teachers and teacher aides do in supporting our students' learning. Additional programs such as the "Rally Readers" program in the lower school, made possible due to "Investing 4 Success" funding, are certainly enhancing our ability to provide the best learning opportunities for every student.

Other initiatives, including the "Thorlands Thinkers" program, which extends our most capable students in areas such as Writing and Critical Thinking, as well as a focus, in every classroom, on explicit teaching of literacy and numeracy skills and higher order thinking, have also contributed to these outstanding results.

Another noteworthy observation about our results this year is that the school has **yet again** shown improvement on the previous year, with gains, particularly in the key areas of Reading, Writing and Numeracy. In addition, a point of pride for our school is that the progress students make in their learning outcomes, as they progress through our school is significantly greater than those made in similar schools.

Future Outlook

The Thornlands SS, **Explicit Improvement Agenda for 2017** builds on the good work of the last several years with refinement of whole school best practices in the Teaching of Reading and Writing and development of a whole school approach to the Teaching of Number.

Key focus points include:

- Ensuring that our most capable students are being extended to the full range of their potential.
- Consistency in the teaching of reading (QAR, Comprehension strategies)
- Consistency in the teaching of writing (VCOP, STRIVE, weekly “Big Writes”)
- Reading and writing goals for all students.
- Development of oral language, vocabulary and phonological awareness to support the effective teaching of reading.
- Consistency in the teaching of number and problem solving.
- Thornlands Thinkers, STEM, the Rally Reading program, Turbo Time, Fastforward, Prep Reading Muster and MiniLit are all ongoing initiatives aimed towards enhancing outcomes for the full range of students
- Professional development opportunities for teaching and non-teaching staff to support all of the above.

2017 NAPLAN U2B targets

	Reading	Writing	Numeracy
Year 3	50%	45%	35%
Year 5	50%	30%	45%

Other 2017 targets

*Increase the percentage of Prep students **reading and comprehending short, predictable texts** to 75%.*

*Increase the percentage of students in Year 1 and 2 achieving, or exceeding **age appropriate benchmark standards** in reading to 80%.*

*Increase % students achieving a “C”, or above, in **English** in Year 1-3 to 80%; Year 4-6 to 82%.*

*Increase % students in Years 1-6 achieving a “C”, or above, in **Maths** to 85%.*

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	725	336	389	18	97%
2015*	737	341	396	25	95%
2016	730	337	393	25	96%

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 mix of students is mainly Australian and European but there are also families from New Zealand, Asia, South Africa, China and India. In 2016, twenty-five 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, Visual Impairment and Intellectual Disability.

We seek to enhance our students' readiness for school through a range of programs which focus heavily on early intervention, oral language development and speech language support. In 2016 our "Leap into Prep" program enabled Prep students and their parents to experience weekly Prep sessions prior to starting Prep in 2017. This successfully enhanced student readiness for their formal entry into Prep and created stronger links between parents and the school and between the local Early Years education providers and the school.

Traditionally, students come to us from a broad geographic area, with a large number of families citing the reputation of the school in the community as a reason for choosing Thornlands SS. In recent years, the socio economic index indicates that the school community is becoming more affluent and is now well above average.

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

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	23
Year 4 – Year 7	24	28	27

*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

- The HOC (Head of Curriculum) and Year Level teams regularly engage in joint curriculum planning aligned to the Australian Curriculum in order to ensure consistency and quality teaching, learning and assessment across all year levels
- A differentiated approach to meeting the learning needs of each individual student in every classroom.
- “Thornlands Thinkers”- academic extension program for identified students from P-6
- Online learning for identified students through BDSE (Brisbane School of Distance Education) IMPACT Booster courses and STEM (Science, Technology, Engineering and Maths)
- Cluster Extension Programme in conjunction with Cleveland District SHS
- Athletics, Reading Eggs, Wushka – self-paced online programs to enhance learning for all
- Early Years Intensive Reading Program- “Rally Readers” (Year 1-2) and “Prep Reading Muster”
- ‘Mini Lit’ and ‘Ollie’ early intervention literacy programs
- Fast ForWord neurolinguistics program for identified students
- Whole School Reading Program with Guided Reading Lessons in every classroom – focussed and explicit teaching of Reading
- QAR (Question, Answer, Relationship); effective questioning; use of complex texts
- Whole School implementation of VCOP (Vocabulary, Connectives, Openers and Punctuation) and Big Writes
- Whole school writing feedback loop using “Two stars and a wish”
- Whole School Implementation of STRIVE- Vocabulary development program
- Student Goal Setting and Feedback program in the teaching of reading and writing from P-6
- Ongoing Professional Development for staff – Explicit Teaching of Reading and Writing (Sheena Cameron and Louise Dempsey).

- Whole school focus on Maths Problem Solving and Maths Mentals
- Camping program (Year 4 -7) to support Health and Physical Education curriculum and Environmental Education

Extra - curricular activities

- Senior and Junior Choirs with an emphasis on musicality as well as enjoyment and participation (including numerous public performances)
- Concert and Beginner Bands, an integral part of the Instrumental Program (Year 4-6)
- Guitar and drum lessons and group performances conducted by "Sound Shed" personnel
- Strings groups, an integral part of the strings program (Years 3 – 6) with training and performances
- Dance Teams- (junior and senior)- rehearse after school
- School Musical (every second year) – involving well over 100 students and staff in drama, singing and dancing
- School Art Show (every second year)- involving all classes and students
- Inter-school Cluster sports days – maximising participation of students in competitive sport
- Student Leadership through Student Council, Student Librarians, Backstage Crew, Playground Buddies
- Computer Club
- Chess Club
- Photography Club
- After School sporting activities
- Staff involved as regional coaches and managers for basketball and track and field

How Information and Communication Technologies are used to Assist Learning

100% of classrooms have up to date 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 well supported, air-conditioned computer labs and close to 200 iPads available for small group and whole class learning. In 2016 a fourth mini-lab was created where laptops were purchased for use in our enrichment programs; Thornlands Thinkers and STEM. In addition to this, we have invested in Ozobots robotics hardware which is incorporated in our STEM program.

iPads are located in class blocks to provide immediate and equitable access for all classes and we ensure apps are updated regularly to provide support for the curriculum needs of each year level.

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 as well as all students being connected to year level block printers. Students from Prep to Year 6 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 coordinator who supports the class teachers to develop the skills required to embed ICT across the curriculum. Recently, all class teachers completed further professional development in ICT including Smartboard, Apple Pages, Apple, Air Play as well as the implementation of an app request register which is run through our library.

All students have access to colour printers which allows them to print published work and students with disabilities requiring BYO iPads are given access to our school network resources.

Use of various ICT programmes, websites and apps to complement and enhance learning include, but are not limited to, Read Write Gold, Fast ForWord, Virtual Classroom, Notebook, Inspiration, Popplet, Book Creator, Garage Band, Study Ladder, Go Noodle, Khan Academy, Spelling City, Wushka and Mathletics.

Mathletics and *Wushka* have also proven to be highly motivating ways 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

Overview

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.

Thornlands is a Positive Behaviour for Learning (PBL) School. As such we have a very consistent, positive and proactive approach to the management of student behaviour across the entire school. Annual external assessment of our PBL approach has confirmed that we are highly effective in achieving this.

Our rules are simple- “As a Learner I will be Safe, Respectful and Responsible”. They are known and understood by the whole school community. Every week there is a PBL focus across the entire school and teachers teach the meaning of these rules in various contexts related to the school day.

A PBL team works consistently to embed and further develop our positive practices in maintaining a positive social environment in which our staff and students teach, grow, play and learn.

Students who are challenged to maintain an acceptable level of behaviour, are supported through individual behaviour management plans, developed through the collaborative work of a range of school personnel and parents, to assist all students to access the curriculum and thereby enhancing learning for all.

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, Support Teacher Literacy and Numeracy, 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 an active “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 twice a week as part of the chaplaincy program.

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. The school recognises the importance of the promotion of Indigenous self-identity and the relevance of Indigenous issues for the school curriculum.

An understanding of what bullying is, the responsibility of all in response to this type of behaviour, and strategies to address any bullying, are 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, and students with disability 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.

Thornlands SS has a culture of very high expectations and achieves a very positive school climate overall as evidenced by parent, staff and student opinion survey data.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers w ho agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	91%	95%
this is a good school (S2035)	91%	91%	94%
their child likes being at this school* (S2001)	90%	97%	95%
their child feels safe at this school* (S2002)	90%	96%	95%
their child's learning needs are being met at this school* (S2003)	83%	91%	91%
their child is making good progress at this school* (S2004)	92%	91%	89%
teachers at this school expect their child to do his or her best* (S2005)	94%	95%	94%
teachers at this school provide their child w ith useful feedback about his or her school w ork* (S2006)	87%	91%	90%
teachers at this school motivate their child to learn* (S2007)	88%	88%	92%
teachers at this school treat students fairly* (S2008)	88%	81%	92%
they can talk to their child's teachers about their concerns* (S2009)	91%	91%	94%
this school w orks with them to support their child's learning* (S2010)	81%	86%	88%
this school takes parents' opinions seriously* (S2011)	79%	76%	83%
student behaviour is w ell managed at this school* (S2012)	77%	86%	91%
this school looks for w ays to improve* (S2013)	90%	84%	98%
this school is w ell maintained* (S2014)	98%	88%	89%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	92%	98%
they like being at their school* (S2036)	95%	92%	96%
they feel safe at their school* (S2037)	92%	91%	96%
their teachers motivate them to learn* (S2038)	99%	93%	95%
their teachers expect them to do their best* (S2039)	100%	95%	100%
their teachers provide them w ith useful feedback about their school w ork* (S2040)	98%	91%	96%
teachers treat students fairly at their school* (S2041)	88%	80%	83%
they can talk to their teachers about their concerns* (S2042)	84%	85%	88%
their school takes students' opinions seriously* (S2043)	86%	81%	88%
student behaviour is w ell managed at their school* (S2044)	83%	73%	89%
their school looks for w ays to improve* (S2045)	94%	92%	96%
their school is w ell maintained* (S2046)	91%	90%	87%
their school gives them opportunities to do interesting things* (S2047)	94%	90%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	100%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	93%	87%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	91%	95%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	82%	98%	98%
staff are well supported at their school (S2075)	87%	96%	91%
their school takes staff opinions seriously (S2076)	93%	93%	91%
their school looks for ways to improve (S2077)	96%	100%	98%
their school is well maintained (S2078)	75%	91%	91%
their school gives them opportunities to do interesting things (S2079)	91%	96%	93%

* 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

Very early in the year, the school hosts a series of Parent-Teacher Meetings 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 E newsletter, website, Facebook, Q Schools App, parent workshops, noticeboard and P&C newsletters provide interesting and relevant updates and information. Parents are invited to be on a 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.

To assist students with diverse needs to access and participate fully at school, class teachers, administration, support staff and parents/carers work collaboratively.

The Student Needs Action Committee (SNAC) meets fortnightly to plan for students who may require further assessment or support. For students working at a different year level, a team of key stakeholders meet to plan the Individual Curriculum Plan. Individual Education Plans for students with a disability are reviewed annually. Education Support Plans for students in care of the state are reviewed each semester. Communicating with parents, gaining consent and ongoing consultation are integral to each of these processes.

Parents are also warmly welcomed and are part of special school community events such as Anzac Day, Cultural Evening, Prep Fairy Tale Ball, Easter Bonnet Parade, Grandparents Day, Family Reading Night, Under 8s Day, Sports days, Graduation, Leadership Ceremonies, Prep Circus, 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.

The P&C is involved as an integral part of the school's functioning, providing services including the tuckshop and uniform shop and also fundraising as a means to support the school through the provision of additional funds. Fundraising is done via a variety of means including school discos, annual Fun Run, bi-ennial school fete and 5 Cent Frenzy. In addition the P&C is a conduit for parent feedback to help inform school decision making.

Positive relationships with local politicians (Local, State and Federal) as well as a range of local businesses, are maintained.

Thorlands SS is also an active participant in the local cluster of primary schools and the neighbouring High School.

Close links are being developed with our feeder Early Childhood Education Centres to enhance the transition to school for our youngest students and to establish strong links with new families joining our school community. An extensive "Leap Into Prep" program operates in semester two each year to enable Prep students for the following year to experience a Prep class and get to know their teachers well before they actually begin Prep. This also enables their parents to participate in a range of workshops, delivered by school staff, aimed towards better developing the partnership between home and school and to supporting the learning of our youngest students.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This is supported by our PBL (Positive Behaviour for Learning) rules - "As a Learner I will be Safe, Respectful and Responsible". The rules are known and understood by the whole school community. Every week across the entire school, teachers teach the meaning of these rules in various contexts related to the school day.

Students who are challenged to maintain an acceptable level of behaviour, are supported through individual behaviour management plans, developed through the collaborative work of a range of school personnel and parents, to assist all students to access the curriculum and thereby enhancing learning for all.

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, Support Teacher Literacy and Numeracy, 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 aware of appropriate, respectful and healthy relationships at school and beyond.

An understanding of what bullying (including cyber 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 the responsiveness of all and minimise bullying behaviours overall. At times external providers are accessed to reinforce the messages with regards to online bullying and safe online behaviour.

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	37	42	49
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

Water leaks impact on water usage by the school. Pipes are repaired and where possible, plumbing has been upgraded, but water leaks still occur at times. Student awareness of sustainability practices is developing.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	238,055	55,390
2014-2015	238,442	7,063
2015-2016	208,507	8,062

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

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	58	35	<5
Full-time Equivalents	45	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	5
Bachelor degree	45
Diploma	4
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 \$21 156

The major professional development initiatives are as follows:

Reading

Writing

Curriculum planning days.

TNTs – Thornlands inquiry teams – targeted response to student data analysis

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- PBL

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 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.	95%	95%	96%

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 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).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	90%

*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%.

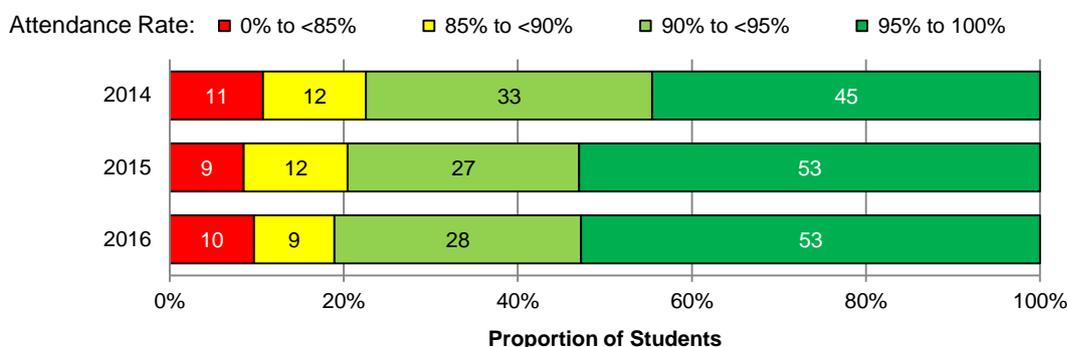
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	93%	94%	93%	93%	93%	93%	91%					
2015	94%	93%	94%	93%	93%	94%	94%						
2016	94%	94%	94%	94%	93%	94%	92%						

*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.

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.

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.

Find a school

The form consists of the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked radio button options: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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 NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.