



Thornlands State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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 6 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 6 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 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 Foreword

Introduction

This Report will outline our priorities and goals for 2017 and the extent to which these were achieved.

School Progress towards its goals in 2017

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 2017, we maintained our focus on improved outcomes in the teaching of reading and writing across the school, as well as a renewed focus on developing consistent best practice in the teaching of number.

The snapshot of 2017 NAPLAN results below confirm that as a school we are working effectively towards achieving our Vision with many of our students achieving to their full potential. 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 our school.

Overall as a school our 2017 results are outstanding with the outcomes in all strands in both Year 3 and 5 being better than, or significantly better than the Nation.

The other point of great pride is that even though last year's results were very good, we have yet again shown significant improvement on those results. This is now the sixth consecutive year that this has occurred,

Highlights are many. They include:

Year 3

Outcomes **better than, or significantly better than, the Nation** in all measures (ie. The Mean Score, % Students in the Upper 2 Bands and % of students above the National Minimum Standard) **in all Strands**

| | |
|------------------|--|
| READING | 54% students in the U2B School Mean about 30 points above the National Mean |
| WRITING | 48% students in the U2B |
| SPELLING | 49% students in the U2B 100% students above the National Minimum standard |
| G & P | 74% students in the U2B School Mean about 45 points above the National Mean |
| NUMERACY | 59% students in the U2B |

School Mean over 40 points above the National Mean

100% students above the National Minimum standard

Year 5

Outcomes **better than, or significantly better than, the Nation** in all measures (ie. The Mean Score, % Students in the Upper 2 Bands and % of students above the National Minimum Standard) **in all Strands**

| | |
|------------------|---|
| READING | 48% students in the U2B |
| | School Mean about 20 points above the National Mean |
| WRITING | 31% students in the U2B (nearly double the Nation) |
| | School Mean about 20 points above the National Mean |
| SPELLING | 43% students in the U2B |
| | School Mean nearly 20 points above the National Mean |
| G & P | 56% students in the U2B |
| | School Mean 54 points above the National Mean |
| | 100% students above the National Minimum standard |
| NUMERACY | 49% students in the U2B |
| | School Mean 30 points above the National Mean |
| | 100% students above the National Minimum standard |

These results belong not just to the Year 3 and 5 teachers, but to the whole staff in our school.

Learning begins in Prep and continues all the way through the school, with value adding at each and every step of the journey. They are the outcome of a highly dedicated and skilful, professional team, who work tirelessly together, on a day to day basis, to make these outcomes a reality.

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 “**Thornlands 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 in similar schools.

In 2017 a Whole School Review was conducted by a Review Team from the School Improvement Unit.

The feedback provided by the Review Team confirms **that the way in which Thornlands SS operates**, in relation to the 9 Domains of the School Improvement Tool, **is outstanding**. The **staff were justifiably congratulated for their high level of commitment and capability** in all aspects of ensuring the best learning outcomes for all of our students. The way in which we work together as a **cohesive team on all levels in our school, was identified as a key component of our success**. Parents and students alike all appreciated the collective school culture of high expectations and acknowledged the efforts of staff to ensure **our School Vision of M.O.R.E. (Making Our Results Excellent) is enacted each and every day**. In addition, parents and community are seen as vital partners in the outcomes we achieve as a school. **Overall, these findings are something for the whole school community to be proud of**. We have used the feedback to inform the development of the next 4 year Strategic Plan (2018-21).

Future Outlook

The Thornlands SS, **Explicit Improvement Agenda for 2018** builds on the good work of the last several years with refinement of whole school best practices in the Teaching of Reading, Writing and 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, 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.

2018 NAPLAN U2B targets

| | Reading | Writing | Numeracy |
|--------|---------|---------|----------|
| Year 3 | 57% | 51% | 62% |
| Year 5 | 55% | 34% | 52% |

Other 2018 targets

*Increase the percentage of students in Prep- Year 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 2017: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2015 | 737 | 341 | 396 | 25 | 95% |
| 2016 | 730 | 337 | 393 | 25 | 96% |
| 2017 | 740 | 359 | 381 | 26 | 97% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 2017, twenty-six 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 2017 our "Leap into Prep" program enabled Prep students and their parents to experience weekly Prep sessions prior to starting Prep in 2018. 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 | 2015 | 2016 | 2017 |
| Prep – Year 3 | 24 | 23 | 23 |
| Year 4 – Year 6 | 28 | 27 | 26 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

- Each term the HOC (Head of Curriculum) and Year Level teams 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.
- WOW (Watching Others Work) time, gives teachers the option of observing and learning from each other. This builds on the range of experience and aptitude of the team overall.
- Year level teams periodically participate in T'NT (Thornlands 'Nquiry Team) sessions which involve teachers collectively analysing a range of student data and developing strategies to enhance student progress even further.
- 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, STEM (Science, Technology, Engineering and Maths)
- “Leap into Prep” program to enable Prep students and their parents to experience weekly Prep sessions prior to starting Prep in 2018.
- Cluster Extension Programme in conjunction with Cleveland District SHS
- Mathletics, 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”
- Year 2-5 “Turbo Time” – small group instruction in Literacy and Numeracy
- ‘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. All students have individual reading and writing goals.
- 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 3 -7) to support Health and Physical Education curriculum and Environmental Education

Co-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 or Musical Theatre group – (every second year)
- 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 four well supported, air-conditioned computer labs and about 250 iPads available for small group and whole class learning. Three of the labs are for general classroom use and the fourth utilises laptops 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 Head of Curriculum and technical support officer support class teachers to develop the skills required to embed ICT across the curriculum and all class teachers regularly complete professional development in ICT and implementation of the Digital Technologies curriculum.

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 or social/emotional needs. 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 each 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 to 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 who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 91% | 95% | 94% |
| this is a good school (S2035) | 91% | 94% | 90% |
| their child likes being at this school* (S2001) | 97% | 95% | 90% |
| their child feels safe at this school* (S2002) | 96% | 95% | 92% |
| their child's learning needs are being met at this school* (S2003) | 91% | 91% | 85% |
| their child is making good progress at this school* (S2004) | 91% | 89% | 88% |
| teachers at this school expect their child to do his or her best* (S2005) | 95% | 94% | 98% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91% | 90% | 87% |
| teachers at this school motivate their child to learn* (S2007) | 88% | 92% | 90% |
| teachers at this school treat students fairly* (S2008) | 81% | 92% | 85% |
| they can talk to their child's teachers about their concerns* (S2009) | 91% | 94% | 92% |
| this school works with them to support their child's learning* (S2010) | 86% | 88% | 90% |
| this school takes parents' opinions seriously* (S2011) | 76% | 83% | 81% |
| student behaviour is well managed at this school* (S2012) | 86% | 91% | 82% |
| this school looks for ways to improve* (S2013) | 84% | 98% | 84% |
| this school is well maintained* (S2014) | 88% | 89% | 80% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 92% | 98% | 96% |
| they like being at their school* (S2036) | 92% | 96% | 91% |
| they feel safe at their school* (S2037) | 91% | 96% | 95% |
| their teachers motivate them to learn* (S2038) | 93% | 95% | 94% |
| their teachers expect them to do their best* (S2039) | 95% | 100% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 91% | 96% | 94% |
| teachers treat students fairly at their school* (S2041) | 80% | 83% | 83% |
| they can talk to their teachers about their concerns* (S2042) | 85% | 88% | 83% |
| their school takes students' opinions seriously* (S2043) | 81% | 88% | 87% |
| student behaviour is well managed at their school* (S2044) | 73% | 89% | 76% |
| their school looks for ways to improve* (S2045) | 92% | 96% | 94% |
| their school is well maintained* (S2046) | 90% | 87% | 94% |
| their school gives them opportunities to do interesting things* (S2047) | 90% | 90% | 96% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 100% | 100% | 98% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 87% | 91% | 91% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 91% | 95% | 93% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 98% | 98% | 97% |
| staff are well supported at their school (S2075) | 96% | 91% | 90% |
| their school takes staff opinions seriously (S2076) | 93% | 91% | 89% |
| their school looks for ways to improve (S2077) | 100% | 98% | 97% |
| their school is well maintained (S2078) | 91% | 91% | 86% |
| their school gives them opportunities to do interesting things (S2079) | 96% | 93% | 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, SMS parent notification system, Q Schools App, parent workshops, noticeboard and P&C newsletters, provide interesting and relevant updates and information. Parents are invited to participate in 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. Personalised Learning Plans 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, Under 8s Day, Graduation, Leadership Ceremonies, Prep Circus, Art Show, Fete, the School Musical and Sports days- including Senior Track and Field, Lower School Sports Day, Cross Country Day and Junior and Senior swimming carnivals.

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.

Thornlands 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 a program/or programs that focus on appropriate, respectful, equitable 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, including responding to domestic violence and abuse and increasing gender equality. Specific proactive and intervention programs, are 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 | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 42 | 49 | 39 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

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. The school P&C is working towards installing solar panels on the roof of the school Hall to then enable sustainable school-wide installation of air-conditioning.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 238,442 | 7,063 |
| 2015-2016 | 208,507 | 8,062 |
| 2016-2017 | 201,623 | 12,440 |

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

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

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 54 | 33 | <5 |
| Full-time Equivalents | 45 | 21 | <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.** | 3 |
| Bachelor degree | 44 |
| Diploma | 3 |
| 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 2017 were \$38 256

The major professional development initiatives are as follows:

Reading
 Writing
 Numeracy
 IMPACT Learning Framework
 Curriculum planning days.
 T'NTs – Thornlands inquiry teams – targeted response to student data analysis
 Peer Learning Circles – Moderation, Differentiation, Goal Setting, Data analysis
 ICT – tools & teacher resources, Learning Place, Assistive Technology
 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 (Positive Behaviour for Learning)
 Supporting the ASD child, Discovering Disability and Diversity
 James Nottingham Conference
 John Hattie- Visible Learning
 Indigenous Perspectives
 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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| 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, 96% of staff was retained by the school for the entire 2017.

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 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 94% | 94% | 94% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 90% | 90% | 91% |

*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 2017 for all Queensland Primary schools was 93%.

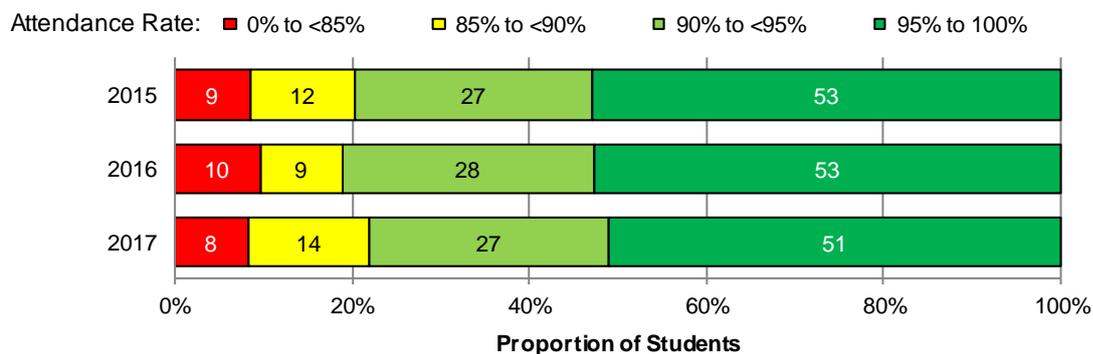
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 94% | 93% | 94% | 93% | 93% | 94% | 94% | | | | | | |
| 2016 | 94% | 94% | 94% | 94% | 93% | 94% | 92% | | | | | | |
| 2017 | 95% | 94% | 95% | 94% | 94% | 93% | 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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non Attendance is managed in the following ways:

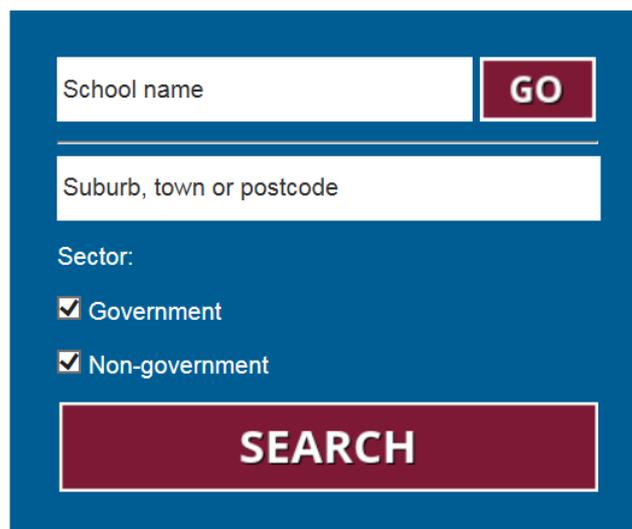
- Parents are expected to contact the school by phone or in writing. The Absence Line is prominently displayed in the newsletter.
- Rolls are marked electronically, by class teachers twice per day; at the start of the day and after the second break.
- After the morning roll marking an SMS message is 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 image shows a search form titled "Find a school" with a blue background. It contains 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 checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.