Thornlands State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
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 7 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 4 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 7 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, 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.

School progress towards its goals in 2018

At Thornlands SS our Vision is: **M**aking **O**ur **R**esults **E**xcellent (**M.O.R.E.**)

This means each and every one of our students achieving to their full potential.

During 2018, we maintained our focus on improved outcomes in the teaching of reading and writing across the school, and on developing consistent best practice in the teaching of number.

The snapshot of 2018 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. Overall as a school, our 2018 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 seventh consecutive year that this has occurred, in fact, **Thornlands SS received acknowledgement and congratulations**

from ACARA (Australian Curriculum Assessment and Reporting Authority) for our 2018 Naplan results. ACARA identified Thornlands as having demonstrated **"substantially above average gain in reading and/or numeracy achievement",** as measured by NAPLAN.

In addition, Thornlands results were **identified by the Sunday Mail (16/09/18) as being in the Top 5 schools in the State in regards to the "value" we add to our students as they move through the school.**

This means that <u>the progress all of our students make from Year 3 to Year 5 is much greater than in virtually any other school in QLD!</u>

Here at Thornlands we are not just making a difference to those who are struggling in their early years at school. As our Vision states we maximise the outcomes for ALL, including extending those who are most capable.

It must be said that these results belong not just to the Year 3 and 5 teachers, but also to the whole staff. Learning begins in Prep and continues all the way through the school, with <u>value adding at each and every step of the journey.</u>

Whilst Naplan 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.

<u>2018 Naplan highlights are many</u>. They include:

Year 3

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

READING	**55% students in the U2B**
	100% students above the National Minimum standard
WRITING	**42% students in the U2B**
SPELLING	**54% students in the U2B**
G & P	**62% students in the U2B**
	School Mean 45 points above the National Mean
NUMERACY	**66% students in the U2B**
	School Mean 35 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 (i.e. The Mean Score, % Students in the Upper two Bands and % of students above the National Minimum Standard) **in all Strands**

READING   **41% students in the U2B**

School Mean about 20 points above the National Mean

100% students above the National Minimum standard

WRITING   **23% students in the U2B** (nearly 10% above the Nation)

School Mean 24 points above the National Mean

SPELLING   **45% students in the U2B**

School Mean nearly 20 points above the National Mean

G & P   **55% students in the U2B**

School Mean 57 points above the National Mean

NUMERACY   **57% students in the U2B**

School Mean 37 points above the National Mean

100% students above the National Minimum standard

In addition our school programs and structures such as Rally Reading in the lower school (made possible due to "Investing 4 Success" funding), the "Thornlands Thinkers" program, which extends our most capable students in areas such as Writing and Critical Thinking, Turbo Time- intensive small group instruction, a focus in every classroom on the explicit teaching of literacy and numeracy skills and higher order thinking, consistent curriculum expectations, analysis of data to inform our needs, targeted Professional Development to meet those needs, individual reading and writing goals for every student, and many other strategies, including sustained consistency of effort and approach over many years, maximise and build on the resources we have, to achieve the best for each and every one of our students.

The last School Review in 2017 confirmed 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. We have used this feedback to inform our current 4 year Strategic Plan (2018-21).

Future outlook

The Thornlands SS, **Explicit Improvement Agenda for 2019** builds on the good work of the last several years with further 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 (Prep - Year 2), MiniLit and Turbo Time are all ongoing initiatives aimed towards enhancing outcomes for the full range of students.
- Developing all teachers' depth of understanding of the Australian Curriculum Achievement Standards to enhance consistency of teacher judgement of student achievement.
- Professional development opportunities for teaching and non-teaching staff to support all of the above.

2019 NAPLAN U2B targets

	Reading	Writing	Numeracy
Year 3	**55%**	**45%**	**68%**
Year 5	**55%**	**35%**	**60%**

Other 2019 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 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	730	740	733
Girls	337	359	377
Boys	393	381	356
Indigenous	25	26	33
Enrolment continuity (Feb. – Nov.)	96%	97%	95%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a Pre-Prep program.

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 2018, twenty-six students identified as being of Aboriginal or Torres Strait Island descent.

Inclusion is embedded in all aspects of school life. All students participate in learning alongside their similar aged peers and are supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

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 2018 our "Leap into Prep" program enabled Prep students and their parents to experience weekly Prep sessions prior to starting Prep in 2019. 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	23	23	23	The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	27	26	26	

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" (Prep – Year 2)

- Year 2-5 "Turbo Time" – small group instruction in Literacy and Numeracy

- 'Pre- Lit', 'Mini Lit' and 'POLLEY' early intervention literacy programs

- 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

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.

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

- 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 and Sphero robotics hardware which are incorporated into 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, 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.

In 2018 the PBL program was enhanced by the addition of a Social Emotional program of instruction, which also has a weekly focus across the entire school.

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 Student 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	94%	96%
• this is a good school (S2035)	94%	90%	95%
• their child likes being at this school* (S2001)	95%	90%	96%
• their child feels safe at this school* (S2002)	95%	92%	93%
• their child's learning needs are being met at this school* (S2003)	91%	85%	93%
• their child is making good progress at this school* (S2004)	89%	88%	90%
• teachers at this school expect their child to do his or her best* (S2005)	94%	98%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	87%	93%
• teachers at this school motivate their child to learn* (S2007)	92%	90%	91%
• teachers at this school treat students fairly* (S2008)	92%	85%	94%
• they can talk to their child's teachers about their concerns* (S2009)	94%	92%	96%
• this school works with them to support their child's learning* (S2010)	88%	90%	95%
• this school takes parents' opinions seriously* (S2011)	83%	81%	87%
• student behaviour is well managed at this school* (S2012)	91%	82%	90%
• this school looks for ways to improve* (S2013)	98%	84%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	89%	80%	88%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	96%	99%
• they like being at their school* (S2036)	96%	91%	98%
• they feel safe at their school* (S2037)	96%	95%	95%
• their teachers motivate them to learn* (S2038)	95%	94%	98%
• their teachers expect them to do their best* (S2039)	100%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	94%	99%
• teachers treat students fairly at their school* (S2041)	83%	83%	91%
• they can talk to their teachers about their concerns* (S2042)	88%	83%	93%
• their school takes students' opinions seriously* (S2043)	88%	87%	95%
• student behaviour is well managed at their school* (S2044)	89%	76%	92%
• their school looks for ways to improve* (S2045)	96%	94%	97%
• their school is well maintained* (S2046)	87%	94%	98%
• their school gives them opportunities to do interesting things* (S2047)	90%	96%	98%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	98%	100%
• 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)	91%	91%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	93%	100%
• 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%	97%	100%
• staff are well supported at their school (S2075)	91%	90%	96%
• their school takes staff opinions seriously (S2076)	91%	89%	96%
• their school looks for ways to improve (S2077)	98%	97%	100%
• their school is well maintained (S2078)	91%	86%	90%
• their school gives them opportunities to do interesting things (S2079)	93%	93%	96%

Percentage of school staff who agree# that:	2016	2017	2018

* 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

Communication is of vital importance and, in addition to class communication letters, which are sent by class teachers, to parents each term, the school E newsletter, website, Facebook, SMS parent notification system, QSchools 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.

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.

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, Under 8s Day, Graduation, Leadership Ceremonies,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, biennial school fete and 5 Cent Frenzy. In addition, the P&C is a conduit for parent feedback to help inform school decision making.

After several years of fund raising and collaboration between the whole school community and the P&C, in late 2018, the P&C goal of providing air-conditioning to the entire school was achieved. This is testament to the dedication of this group to enhancing our school for the benefit of all staff and students.

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 education programs

The school has developed and implemented a program that focuses 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.

In 2018 the PBL program was enhanced by the addition of a Social Emotional program of instruction, which also has a weekly focus across the entire school.

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 Student 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	49	39	35
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Aging water pipes, at times result in leaks which impact on water usage by the school. Pipes are repaired and where possible, plumbing has been upgraded, but water leaks still occur at times. In 2017-18 a significant water leak in our school pool impacted on overall water usage. A subsequent upgrade to our school pool in 2018 means that this should not happen again in the future.

Student awareness of sustainability practices is developing. The school P&C has successfully installed solar panels on the roof of the school Hall to enable sustainable school-wide installation of air-conditioning.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	208,507	201,623	194,430
Water (kL)	8,062	12,440	18,257

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	52	32	0
Full-time equivalents	44	21	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	3
Bachelor degree	43
Diploma	2
Certificate	0

*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 2018 were $29 664

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
- WOW (Watching Others Work)
- ICT – tools & teacher resources, Learning Place, Assistive Technology
- School Leadership Development
- 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)
- QASSP Conference for school leaders
- Indigenous Perspectives
- Workplace Health and Safety- Manual Handling, Fire Safety, Fire Extinguisher Training
- Mandatory Training
- Senior First Aid Qualifications and CPR updates
- One School

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	90%	91%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

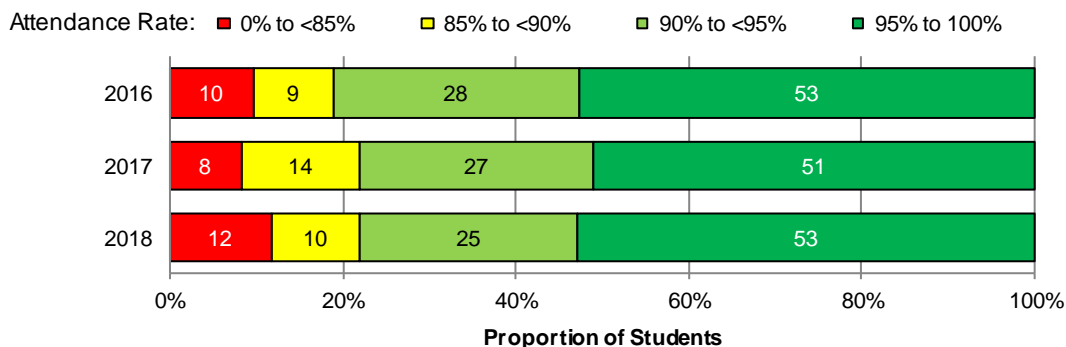Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	95%	94%
Year 1	94%	94%	93%
Year 2	94%	95%	93%
Year 3	94%	94%	94%
Year 4	93%	94%	94%
Year 5	94%	93%	92%
Year 6	92%	92%	93%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	10	9	28	53
2017	8	14	27	51
2018	12	10	25	53

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 and on our website and Facebook page.
- 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ˅	School type ˅	State ˅

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.