

Thornton State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Thornton State School prides itself on being a friendly and personal school. The school is an important part of the Thornton, Townsen and Mulgowie community, and values the lifestyle and work that occurs in the local area.

At Thornton State School we aim to achieve the best educational outcomes possible for every child at the school. We aim to achieve excellence in education by being accountable, promoting the best interests of children and doing the very best we can for all students. Our key strategic directions are the full implementation of Australian Curriculum across the school, improving the ICT infrastructure and associated pedagogy. Thornton State School students have a varied curriculum which includes various sporting activities including swimming, cross-country and athletics and the use of innovative computer technology including interactive whiteboards, digital cameras, webcams and robotics. Extra curriculum offerings at our school include excursions to enhance learning programs each term, a school camp, and annual academic competitions such as Readers Cup, Maths Team Challenge and Premier's Reading Challenge.

Principal's Foreword

Introduction

The school has been able to meet all its strategic goals set out in the 2016 Annual Implementation Plan.

School Progress towards its goals in 2016

The key priorities as outlined in the 2015 Annual Implementation Plan (AIP) were:

- Spelling
- Data Analysis driving student achievement, and
- Quality teaching.

The following table outlines the work achieved and the progress made on these priorities in our school.

Priority	What we will do to achieve it	How are we progressing
Spelling	<ul style="list-style-type: none">• Students practice spelling skills and strategies everyday• Utilise Spelling Program 'Words Their Way'• Analyse and moderate with Student samples• Utilize I4S funding to provide targeted small group tuition in spelling skills and strategies from 'Words Their Way'• Commence the professional development to implement the LEM Phonics programme aimed at supporting the younger years with their phonemic awareness	<p>Student achievement has been pleasing with 100% of targeted students receiving support from I4S teacher aide, improving in their WTW data.</p> <p>Spelling instruction continues in class groups, with the I4S focus continuing with LEM implementation in 2017.</p>
Data Analysis driving student achievement	<p>Utilise Whole School Plan for Assessment for data records and tracking of Systemic and School Assessment Tools</p> <ul style="list-style-type: none">• Utilise the Data Wall for the explicit purpose of informing all teaching staff on the progress and goals of all students in our school	<p>Whole school plan for assessment has been utilized for the tracking of assessment in our school.</p> <p>Staff are all aware of when data will be collected and the methods used for collection. Our whole school assessment plan is displayed where staff can all view it and is an integral part of our term and yearly planning.</p> <p>All staff were consulted on the construction of the data wall, which is a valuable tool to gain snapshots of all our students and how their learning is tracking in comparison to their peers and the regional benchmark.</p>

Quality Teaching	<ul style="list-style-type: none"> • Explicit Instruction utilized in every classroom, every day in every lesson • Comprehensive Curriculum planning aligned with Australian Curriculum, ELs and QCAR • Professional Development opportunities provided for all staff 	<p>At Thornton SS we follow the Australian Curriculum in all available KLA's.</p> <p>This priority is one that we keep focusing on to ensure our teaching pedagogy matches that of the most current examples of best practice.</p>
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Future Outlook

At Thornton State School we aim to achieve the best educational outcomes possible for every student. We aim to achieve excellence in education by being accountable to all stakeholders, delivering rich and effective learning programs and maintaining our excellent student behaviour standards.

Our key strategic directions for 2017 are:

Student performance

- All NAPLAN Targets to be achieved
- Continue with our Whole School Spelling Program and extend to improve our Reading and Numeracy outcomes
- Achieve Student Attendance Targets

School Curriculum

- Develop our Whole School Curriculum Plan in alignment with National Curriculum
- Continue to assess with our Whole School Assessment Plan with regionally set benchmarks
- Ensure compliance with Time Allocations for all Key Learning Areas
- Continue to develop Scope and Sequence for National Curriculum to suit multi-age classrooms and our context.

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	40	19	21		85%
2015*	28	10	18		84%
2016	22	10	12	4	83%

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

Thornton State School is a co-educational school catering for boys and girls from Years Prep – 6. Being a small, rural school students are arranged in multi-age classes, to maximise learning. The school has a number of students, who travel daily from rural or semi-rural areas to attend school. While traditionally our student population were from farming backgrounds with many fourth and fifth generation students at Thornton, we now have a large percentage of students from the township of Laidley attending our school. Some of our students, although growing up in this semi-rural context, have little or no understanding or relationship with a rural life.

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	15	16	11
Year 4 – Year 7	10	14	11
Year 8 – Year 10			
Year 11 – Year 12			

*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

- All Key Learning Areas from Prep to Year 6, excluding LOTE (Language Other Than English – German which is provided to Year 4-6 only)
- Multi age Learning Programs designed each year around the needs of individuals, small groups and whole classes



- Technology studies
- IMPACT Online extension learning programmes offered through Brisbane School of Distance Education
- Various sporting activities including swimming, cross country, athletics, ball games and other annual sporting carnivals which provide a range of pathways to support individual gifted and talented students
- Year 6 to Year 7 transition program with local and distant state, private and independent secondary schools.

Co-curricular Activities

- Excursions to enhance learning programs each term
- School camp for grades Prep to 6
- Annual academic competitions such as Readers Cup
- Science, Maths, English, Spelling and Computer Skills competition – ICAS
- Year 6/7 Orientation activities with local State High School
- Prep Orientation Days
- Education Week open day
- World Grandparents open day
- Fundraising opportunities to support external organisations such as Jump Rope for Heart

How Information and Communication Technologies are used to Assist Learning

The ICT (Information and Communication Technologies) are integrated into all subjects in all year levels. This provides students with practical skills based on industry standard software for a variety of tasks. The school has purchased and utilizes iPads in the classroom to enhance student learning along with a bank of laptops for use in any area of the school, thanks to the wireless internet access available. The device to student ratio is slightly less than 1:2, when calculating the number of devices in the school that are internet accessible. Every student in the school accesses a digital device every day in their regular learning routine.

Social Climate

Overview

Thornton has a zero tolerance for bullying and all of our parents see it as a safe place for their children to attend and grow. Students are encouraged to be accountable for their own actions and to respect their environment. Independent thinking is nurtured so that students will be able to contribute to society and civic life in a meaningful and constructive way. The following values guide our students toward “Giving their Best”.

- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Integrity
- Respect
- Responsibility
- Understanding tolerance and inclusion

At Thornton, we are KIND, CONSIDERATE, HELPFUL and RESPECTFUL.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school* (S2001)	100%	DW	100%
their child feels safe at this school* (S2002)	100%	DW	100%
their child's learning needs are being met at this school* (S2003)	67%	DW	100%
their child is making good progress at this school* (S2004)	67%	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
teachers at this school treat students fairly* (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
this school works with them to support their child's learning* (S2010)	100%	DW	100%
this school takes parents' opinions seriously* (S2011)	100%	DW	100%
student behaviour is well managed at this school* (S2012)	100%	DW	100%
this school looks for ways to improve* (S2013)	100%	DW	100%
this school is well maintained* (S2014)	100%	DW	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	82%	91%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	100%	100%
teachers treat students fairly at their school* (S2041)	71%	91%	100%
they can talk to their teachers about their concerns* (S2042)	79%	100%	91%
their school takes students' opinions seriously* (S2043)	86%	91%	100%
student behaviour is well managed at their school* (S2044)	100%	91%	64%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	93%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	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)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Parents are encouraged to be actively involved in their children's education. The school holds termly community events to celebrate learning and achievement on a regular basis.

Federal and state education events and significant fundraising activities are organised throughout the year and are designed to include both the children and the parents.

Individual parent meetings are offered at the start of the first term for those parents who wish to have a more in-depth understanding of their child's progress.

Parents are encouraged to contact the school at any time to clarify questions, concerns and any issues they may have in regards to their child or the school. Parents are also encouraged to volunteer their time to assist the school in pursuing its educational endeavours.

The P and C is very active in fundraising for the school and hold regular meetings which include staff, parents and community members. The parents and staff are supportive of each other and the school policies.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Thornton places an emphasis on creating respectful relationships through all interactions. Our school values are explicitly taught throughout the year and a focus is placed on creating positive relationships and understanding diversity.

Student protections concerns follow due process and all matters are promptly reported to the Principal. Staff work with regional support teams to ensure best practice for supporting families.

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	1	6	11
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

All staff and students are aware of the impacts we have on the environment, and as such we have attempted to reduce the usage across our school. We are more vigilant in turning off power sources that are not required and the school has also installed solar panels which are now feeding back to the grid as well as supplying the school with power. The school is provided water via rain water tanks and an underground bore. The school actively recycles waste where it can and now has a compost bin for collection of scraps that can be decomposed for future use in our gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	42,728	0
2014-2015	13,396	
2015-2016	14,414	

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalent	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

*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 \$ 5166

The major professional development initiatives are as follows:

- CARS and STARS
- CAMS and STAMS

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.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).			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 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	94%	96%	90%	96%	96%	96%	91%	96%					
2015	95%	92%	93%	91%	92%	90%	98%						
2016		91%	94%	94%	95%	96%	89%						

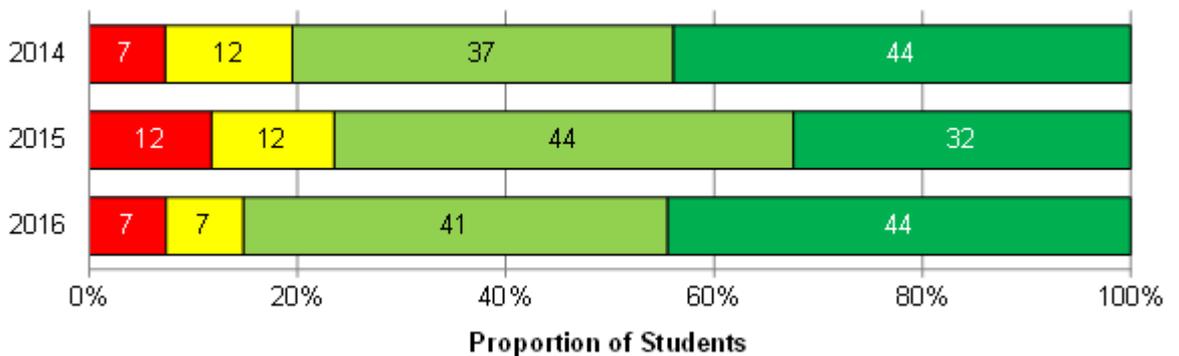
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

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



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Description of how non-attendance is managed by the school



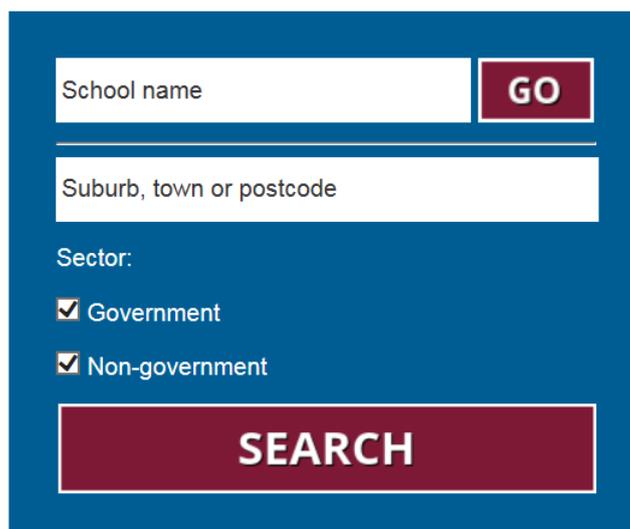
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled '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 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.

Conclusion

