



## Thulimbah State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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Contact Person:	Principal: Ben Austen

## School Overview

Thulimbah Primary School is a small school located in the Darling Downs South West region in a rural setting 15 kilometres north of Stanthorpe and about 3 kilometres north west of the township of Thulimbah. The students at our school come from both rural and urban properties. Our school caters for students from Prep to Year 6 in a two class, multi-age setting. As a Positive Behaviour for Learning school, our mottos are Be Respectful, Be Responsible, Be Safe and Be a Learner. These values are explicitly taught in the classroom, and in the playground. As a small school we pride ourselves on our ability to differentiate the curriculum and ensure that every student can succeed. Our beliefs are that everyone can learn and that the best learning environment is one where everyone feels safe and respected and are actively involved. English and Mathematic knowledge and skills are explicitly taught in class. Students apply this knowledge and skills through all other learning areas. ICTs are also heavily integrated to support literacy and numeracy skills.

## Principal's Foreword

### Introduction

This report aims to present a complete overview of the direction and outcomes at Thulimbah State School. Our aim is to see every child succeeding and to ensure that we cater for all children's needs. We use the Inquiry Cycle to decide on our direction for the future and to assess our results. This includes; scanning and assessing our data, prioritising our focus, developing a plan, acting on our plan and then reviewing our results. We use evidence based programs to ensure we have the greatest impact on students learning. At Thulimbah State School we believe that in order for students to succeed there must be a strong culture that promotes learning. At the heart of this culture are strong community partnerships that continue to grow. We constantly analyse data to ensure we have a sharp and narrow focus and then create an explicit improvement agenda that promotes systematic curriculum delivery using effective pedagogical practices and an expert teaching team. As a small school we pride ourselves on our ability to differentiate the curriculum to ensure all children succeed. Thulimbah State School is a great small school where with the support of our community, we strive to ensure all children develop socially, emotionally and academically.

### School Progress towards its goals in 2017

After reviewing our 2017 Investing for Success agreement and our 2017 AIP (Annual Implementation Plan), it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds.

Initiatives implemented include:

- Review and implementation of whole school curriculum, assessment and reporting plan
- Review and implementation of whole school pedagogical framework
- Developing consistent methods of data collection, data displays and analysis and discussion of data that informs teaching and learning
- Developing a more consistent and systematic approach to coaching and feedback and improved workforce performance
- Investing for Success funds used to target improved reading
- Further develop and strengthen community partnerships, especially with the parent community.

## Future Outlook

<b>2018 Improvement Focus:</b>	<b>READING</b>
<b>Specific Improvement Focus:</b>	Comprehension, Fluency, Stamina and Engagement
<b>2018 Target</b>	100% of students at National Minimum Standard in Reading NAPLAN 30% of students achieving in U2B in Reading NAPLAN 85% of students achieving at regional benchmarks in Reading 100% of staff using a consistent approach and vocabulary when teaching reading
<b>Data Analysis</b>	Data Analysis: 100% of students in Years 3 & 5 reached NMS in reading in 2017. The goal will be to maintain this year on year. PM/Probe Reading data - 23/28 (82%) of students achieved end of year regional benchmark in reading, representing a significant increase from 2016, suggesting our reading program is gaining traction and case management has had a positive impact on students achieving benchmarks. PAT Reading data – 20/28 (71%) of students reached end of year regional benchmark, suggesting that students need more practise in completing this style of activity and assessment instrument. That is more practise doing CARS & STARS/ Reading Eggs/Eggspress.
<b>Reporting Period:</b>	The EIA will be reviewed at a full staff meeting at the end of each term. (Term 1, Term 2, Term 3, Term 4)
<b>Indicators of Success*:</b>	At least one year's growth for one year's schooling. PM / Probe assessments – all children reading at Regional Benchmarks. Cars and Stars – Year 3- 6 – Pre and post assessments to show growth, ongoing informal assessment, ongoing benchmark tests to check progress (built into the program). Reading Mastery – P-2 – Pre and post assessments to show growth, ongoing informal assessment, and ongoing formative reading tests to check progress (built into the program). Reading rubrics (in development) which show reading behaviours correlated with A-E. PAT R data – all children meeting Regional Benchmarks and improving their scale scores. NAPLAN – all children achieving in the middle 2 bands with 25% in the U2B's. Literacy Continuum – all children achieving in year level cluster.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	32	15	17		79%
<b>2016</b>	34	18	16	1	66%
<b>2017</b>	25	14	11	1	86%

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

While all of our students speak English as a first language, they come from a variety of cultural backgrounds. This means students come to school with a variety of prior experiences and different levels of prior knowledge. We have a small number of indigenous students and had no students with an identified disability in 2017. Many families work on local farms or in the farming industry on the Granite Belt.

### 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	16	15	14
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Thulimbah State School provides an educational program based on the Australian Curriculum (ACARA). We use Education Queensland's *Curriculum into the Classroom (C2C)* teaching units as a resource for all learning areas and deliver the curriculum using Explicit Instruction and the gradual release of responsibility model. Our focus is on maintaining high standards in literacy and numeracy as well as building on each child's strengths. English is explicitly taught in a 2 hour block daily and Maths is taught in a 1.5 hour block. Children in years 3-6 participate in Italian and all students participate in P.E. and Music. All students are supported through differentiated lessons to achieve their potential. Our Assessment and Reporting schedule can be found on our website and includes PAT assessments in Reading, Mathematics, Spelling, Vocabulary and Grammar and Punctuation. We track our data and provide students with feedback on a regular basis. All learning areas have curriculum



boards in each classroom which display learning intentions and success criteria. Students keep their summative assessments and tracking sheets in their Goals and Achievement portfolios.

### Co-curricular Activities

- Drumming and percussion lessons for all students
- Inter-school sport competitions – soccer, netball, athletics, softball
- Tennis lessons for all students
- Swimming lessons for all students
- Leadership conferences for senior students
- Arts Council
- Granite Belt Maths Team challenge
- Spaghetti Bridge Challenge
- Life Education
- ANZAC Day march
- Eisteddfod – choir and choral reading.

### How Information and Communication Technologies are used to Assist Learning

At Thulimbah computers and other communication technologies are used to assist students learning. Students use ICT's on a daily basis to build skills in the areas of literacy and numeracy by completing online digital tasks set by classroom teachers. Students also use a variety of publishing and presentation software to engage with their intended audience. Students are taught how to critically use the internet to collect information. iPads are used to complement literacy and numeracy concepts. The school has a dedicated Computer Lab which is accessed on a daily basis by students in both classes. The school has integrated Bee Bots and other coding games and programs including Scratch and delivers the Digital Technologies curriculum using code.org.

## Social Climate

### Overview

At Thulimbah State School we have developed a culture that promotes learning. All students are supported and nurtured to ensure each one develops socially, emotionally and academically. They are expected to display high levels of self-discipline and to care about the well-being of all other members of our school community. Significant time and energy is spent developing and maintaining positive relationships between all members of our school community. Our school-wide PBL focus is an integral part of teaching students behaviour expectations, as is the program Play is the Way, which is a practical methodology for teaching emotional resilience using games. A behaviour communication form exists to improve communication between the school and parents and also ensure each student demonstrates accountability for their behaviour choices. Thulimbah State School has a zero tolerance for bullying and through the delivery of our Respectful Relationships and Play is the Way programs we focus on treating others as you want to be treated. This is modelled by all staff in all situations and staff receive professional learning opportunities to enhance their skills in these areas. Thulimbah State School promotes positive behaviour choices with our reward system that includes: BB cards, BB shop, reward vouchers, postcards home and reward certificates.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
<b>Percentage of parents/caregivers who agree# that:</b>			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	86%	100%
their child likes being at this school* (S2001)	100%	86%	100%
their child feels safe at this school* (S2002)	100%	86%	100%
their child's learning needs are being met at this school* (S2003)	100%	86%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	67%	86%	100%
they can talk to their child's teachers about their concerns* (S2009)	67%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	67%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	100%	86%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	90%	92%	100%
they like being at their school* (S2036)	80%	92%	100%
they feel safe at their school* (S2037)	80%	92%	92%
their teachers motivate them to learn* (S2038)	90%	100%	92%
their teachers expect them to do their best* (S2039)	90%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	70%	100%	100%
teachers treat students fairly at their school* (S2041)	90%	83%	83%
they can talk to their teachers about their concerns* (S2042)	80%	100%	92%
their school takes students' opinions seriously* (S2043)	100%	92%	92%
student behaviour is well managed at their school* (S2044)	90%	75%	92%
their school looks for ways to improve* (S2045)	90%	100%	100%
their school is well maintained* (S2046)	90%	100%	92%
their school gives them opportunities to do interesting things* (S2047)	90%	92%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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 involved in the activities of our learning community. They and the wider community are an essential and valuable resource, their experience and expertise providing diverse and unique learning opportunities to students. The school communicates with parents firstly face to face but also through our fortnightly newsletter The Thulimbah Tabloid. Parents are encouraged to take an active role in their child's education by becoming a member of the P&C, by attending P&C meetings and contributing to tuckshop, Book Fair and fundraising. Parents are welcome at any time in the classroom and invited to attend open classroom sessions. Parents are encouraged to discuss the progress of their children through parent/teacher interviews. Parents are welcomed to attend Parade and 'sharing sessions' that occur during Parade to become better informed of what is happening in the classrooms. Parents particularly enjoy our Muffins with Mum and Dinner with Dad events where parental attendance is always close to 100%.

Parents are a key component in providing guidance on how their children with diverse learning needs best access the curriculum. Parents are key stakeholders in determining Individual Curriculum Plan decisions and other adjustments made by classroom teachers to allow students to successfully access the curriculum. The school appreciates the valued input of parents in determining the right adjustments for assisting students with diverse learning needs access the curriculum and become successful learners.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These are embedded within our Health curriculum which is delivered every semester. Our Health units draw on the resources of the Respectful Relationships program and this combined with our PBL and Play is the Way program have built a culture of respect, empathy and compassion. Messages reflecting respectful relationships are also published in our newsletter. The Daniel Morcombe unit is also delivered to students in Health. All of these programs develop students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

## 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	0	4	0
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

Thulimbah State School uses tank and bore water as town water is not available. This continues to be sustainable as the school has not had to purchase water again in 2017. We have solar panels on one building to supplement our electricity usage. Reverse cycle air-conditioners have been installed in the P-2 classroom, replacing the old bar heaters which were very ineffective and costly. The school will continue to install additional reverse cycle air-conditioners to replace existing bar heating as budget allocations allow. Our school community is conscious of the use of electricity and committed to only using heating and other electrical devices when absolutely necessary.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	23,442	
2015-2016	25,917	
2016-2017	25,156	

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

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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	5	5	0
Full-time Equivalents	4	2	0

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	5
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 2017 were \$7796.69

The major professional development initiatives are as follows:

- Leading Learning Collaborative Practice (Lyn Sharratt)
- Direct instruction mastery programs
- Enhancing capacity to effectively teach reading
- Behaviour management (essential skills classroom management)
- Enhancing Principal capacity as instructional leader
- Coaching and Feedback of all staff

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.	97%	97%	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 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%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).		DW	94%

\*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%.

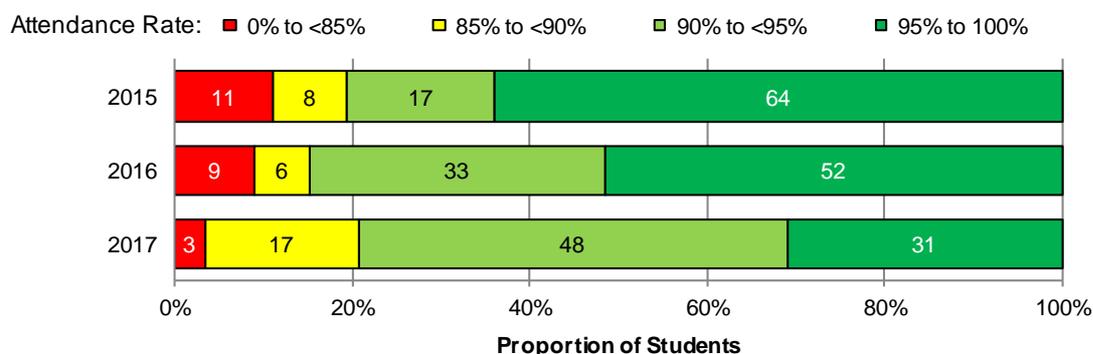
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	98%	93%	96%	89%	98%	98%	91%						
2016	91%	92%	90%	94%	90%	97%	95%						
2017	90%	94%	90%	DW	96%	94%	96%						

\*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.

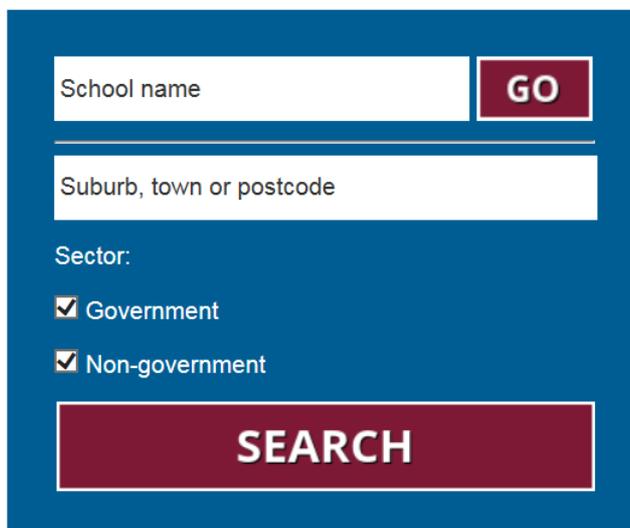
Rolls are marked twice daily, the first time at 8.50am and then at 1.45pm. Students who are not in attendance at this time and whose parents have not notified the school will be contacted by text message in the first instance using the school mobile. Should they not respond a follow up phone call will then be placed and the reason for absence will be noted on One School. Parents are encouraged to notify the school prior to the absence. Information regarding departmental policy on absenteeism and articles and information about how absence affects a child's schooling are published in the school's newsletter. Parents of students who form a pattern on absence without having an authorised reason are asked to meet with the Principal so a support plan can be put in place.

## 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 labeled "SEARCH" at the bottom.

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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