



Talwood State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	17 Recreation Street Talwood 4496
Phone	(07) 4677 1136
Fax	(07) 4677 1254
Email	principal@talwoodss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	The Principal – Cassandra Turnbull 07 46771136

School overview

At Talwood State School, we positively influence future generations by teaching and developing the whole child - physically, socially, emotionally and spiritually. We encourage and foster a desire to learn and willingness for each individual to achieve to the best of their abilities. Individuals are supported to engage in all learning environments and all areas of the curriculum through worthwhile learning experiences which encourage students in lifelong learning. With a focus on literacy and numeracy, Talwood State School has seen an overall improvement in NAPLAN results across the years. Cultural development is highly valued at Talwood State School. Students participate in the Goondiwindi Apex Eisteddfod, the Goondiwindi Show display, and the MacIntyre Young Writer's competition each year. MPOL students have the opportunity to attend an annual camp to either the beach, bush, Brisbane or Canberra. This four year cycle ensures that each student is able to attend a different camp each year.

School progress towards its goals in 2018

The school worked towards most of its intended goals in 2018. This included the embedding of Australian Curriculum. Additionally, Talwood State School continued to improve results through reflecting on the Curriculum, Teaching and Learning Audit, School Opinion Survey Data, all staff implementing a Developing Performance Plan and increasing an awareness of Indigenous perspectives in school units and school culture. Additionally, curriculum leaders were focused on Professional Development in order to become an Instructional Leader, thus, fully sustained links between the student, the parent, the community and the learning. This will be continued in 2019 as the school works towards Implementation of a Pedagogical Framework under an Explicit Teaching model.

Future outlook

The following goals for improvement are defined in the Talwood State School Implementation Plan for 2018:

Curriculum Teaching and Learning

- Focus on Reading and embed best practice of reading across all KLA's
- Maintain the split of 3-6 as classes of 3-4 & 5-6 to focus on key learning in all areas at a more appropriate level. as per School Data Profile
- Ensure that where appropriate, the Curriculum into the Classroom (C2C) aspects of the National Curriculum are implemented in English, Science, History and Geography
- Focus on Reading throughout all aspects of the National Curriculum
- Ensure time allocations are in place
- Continue to strive for the identified actions from the 2019 CT&L Audit Action Plan and Quadrennial School

Review (QSR) to ensure all students are supported to fulfil their potential across all learning areas

- Continue to support Staff on the implementation of the National Curriculum Developing Performance Framework
- A quality Principal Developing Performance Plan has been negotiated with the ARD
- New staff have scheduled time with the Cluster Pedagogical Coach and access to Classroom Management

Observations to focus on maximising learning through targeted student discipline and behaviour

- All staff are aware of the Developing Performance Planning process and have plans in place
- Continue 5 weekly data cycles, and consistent coaching and feedback sessions with all staff, using the Cluster Pedagogical Coach as another source of knowledge and influence.

Transition

- Attendance at school is at a maximum level and the target set is achieved.
- Work with both Kindy programs, Guliver's and Toobeah, to better assist student's transitions into Prep.

Community Confidence

- School Opinion Survey Data
- A clear decision making process is in place, in relation to: Communication; & Consultation
- A Positive Rapport to be maintained with the Talwood State School Parents and Citizens' Association, through: P&C AGM Welcome BBQ/ Parent--Teacher Consultations to be held twice per year in Term 1 and Term / An open-door policy between teachers and the Principal, and between staff and the community

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	28

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	26	32	28
Girls	18	20	17
Boys	8	12	11
Indigenous		1	1
Enrolment continuity (Feb. – Nov.)	81%	91%	93%

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

Students who attend Talwood State School come from a rural / remote background. Whilst some students live within the Talwood township, the majority live on family owned or managed farming properties. Some students travel up to 45 minutes to attend school. During heavy rain, students on certain properties are flooded; however, every attempt is made to attend school. Students family's typically have farming backgrounds. There is a element of transient families, who are dependent on the farms for work. This is highly influenced by the weather.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	18	16
Year 4 – Year 6			12
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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.

Curriculum delivery

Our approach to curriculum delivery

The school provides a balanced approach between, independent, self-directed, group, teacher directed and explicit teaching. All subjects are embedded in the Australian Curriculum. Most subjects are supported by C2C Materials. The school has multi-age classroom.

Co-curricular activities

- School Camp
- Under 8s Day
- Educational activities such as the Goondiwindi Apex Eisteddfod
- Art Enrichment Tutorials
- Theme Days
- Reward Days; and
- Participation in a variety of School Sporting Event in the Cluster and Region

How information and communication technologies are used to assist learning

ICT's are used throughout all Key Learning Areas to provide students with an interactive and interesting mode of learning. Students in all classes have access to Smart Boards or EduTouch systems, enabling whole-class, student assessment and group activities to be carried out using one computer. By accessing the Computers for Teachers Program, each full-time teacher is able to utilize their own laptop for class presentations and for access to the school network (especially necessary for OneSchool and Reporting Purposes). The students have access to the school network and have a ratio of 1 computer to every 2 students. The school also makes use of digital cameras and interactive websites for students – leading to an increased ability to use digital pedagogies on a daily basis. The school accesses technologies assisted learning to extend the learning experiences of the students using the following methods:

- Athletics
- Reading eggs
- LOTE online delivery
- IMPACT – subject delivery
- Speech support.

Social climate

Overview

Overall, the social climate of Talwood State School during 2018 was very high. The school had access to a qualified Guidance Officer, who worked with both students and staff. Talwood State School continued to build links with other schools within the MacIntyre Cluster. Parents in 2018 noted through the School Opinion survey that they were felt this was a good school. In addition, 100% of parents thought that Talwood State School offered an education where their children felt safe. Also, all parents (100%) felt they could discuss anything with their child's teacher. Additionally, children felt consistently included – with 100% of students believing teachers treat them fairly. With staff morale positive, Talwood State School fostered a very high social climate in 2014

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)	100%	100%	83%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	67%
• their child is making good progress at this school* (S2004)	100%	100%	67%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	83%
• 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)	100%	83%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	83%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	83%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	92%	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)	100%	92%	100%
• teachers treat students fairly at their school* (S2041)	100%	92%	57%
• they can talk to their teachers about their concerns* (S2042)	100%	91%	100%
• their school takes students' opinions seriously* (S2043)	100%	92%	100%
• student behaviour is well managed at their school* (S2044)	100%	92%	100%
• their school looks for ways to improve* (S2045)	100%	92%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	83%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	80%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	75%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	80%	100%	100%
• student behaviour is well managed at their school (S2074)	80%	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 and guardians of students at Talwood State School have enjoyed a positive relationship with staff. Through the fostering of an Open Door Policy – parents and guardians have had an input into their child's education. As the Parents and Citizens' Association at Talwood were fully committed to the students' learning, funds were donated to support the purchase of ICT equipment and School Camp. Such decisions were made at monthly meeting alternating times suitable for any caregivers to attend. A fortnightly newsletter was also published and distributed to all families. Additionally, parents and guardians were welcomed at School Learning Celebrations, Weekly Assemblies, Awards Evening, Sporting Carnivals and School-Community Events such as ANZAC Day, including many catering events (from the School Tuckshop to the Athletics Carnival). Through processes of homework (including weekly feedback) and Parent-Teacher Conferences (interview), parents were empowered to work with teaching staff, ensuring that a positive relationship exists to further student learning. It is envisaged that parents and guardians will continue to be actively involved in their child's education again at Talwood State School in 2019.

Respectful relationships education programs

Talwood seeks to build a culture that prevents gender based violence through building respectful relationships. The school has implemented a focus on personal safety and awareness, including preventing, identifying and responding to domestic and family violence and abuse, increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. This is provided by external providers and also embedded in the curriculum. The school has a strong pastoral care focus and any family or child needing direct support will be assisted by the appropriate services.

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	0	0	3
Long suspensions – 11 to 20 days	0	0	0
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

During 2018, the Talwood State School community made a concerted effort to reduce its environmental footprint. Both the consumption of electricity and water decreased, a result of school environmental education. Partly due to solar panels installed on the roof of the Early Phase of Learning room, the school community used saving measures such as turning of lights in vacant rooms and reducing air conditioning / heating devices – and will continue to do this in the future. Additionally, Talwood State School has worked in partnership with the Queensland Murray-Darling Committee to develop a School Environmental Management Plan (SEMP) which was completed towards the end of 2011.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		18,131	
Water (kL)	2,386	1,817	2,431

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	
<input type="text" value="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	5	5	<5
Full-time equivalents	3	2	<5

*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	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

*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 \$ 7,341.90

The major professional development initiatives are as follows:

- Reading PD
- Principal Regional Development Days and Cluster Meetings.
- Mandatory PD

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.	100%	99%	99%

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.

Performance of our students

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	92%	95%	95%
Attendance rate for Indigenous** students at this school	82%	DW	DW

* 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	90%	95%	96%
Year 1	91%	92%	94%
Year 2	94%	97%	94%
Year 3	96%	96%	94%
Year 4	93%	96%	93%
Year 5	95%	95%	94%
Year 6	92%	97%	96%

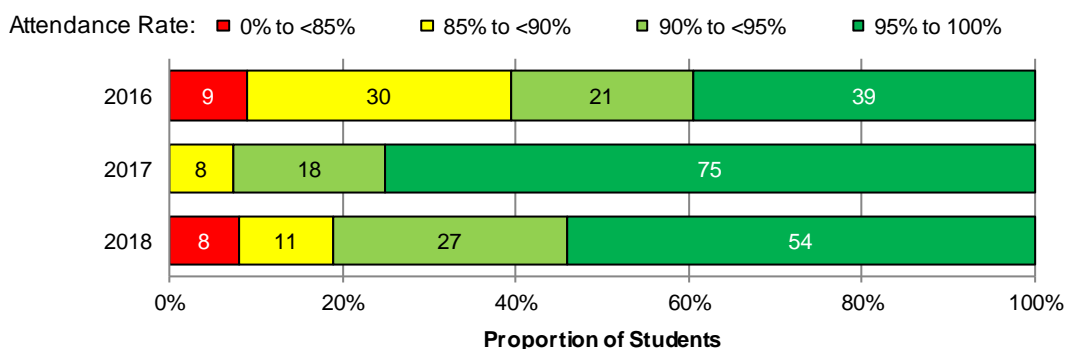
Year level	2016	2017	2018
Year 7		100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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 state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Twice-daily student rolls are kept in accordance with DETE policies. Students are marked unexplained until a parent / guardian explanation of the absence is provided. The absence then may be converted to illness or other depending upon reasons for absence once parents or guardians have spoken with the school. Should a student be absent for more than 3 days without explanation, parents are contacted soon after to provide suitable explanation for their child's absence. A daily record book is used by the Administration Officer to assist in providing accurate information to class teaching staff. Parents are encouraged to contact the school if they intend to take students on vacation outside of the mandated holiday periods, ensuring a continual stream of school-work is provided for students whilst on vacation. This also ensures that should absences occur near assessment periods, appropriate arrangements can be made. Although, as Attendance was a major focus throughout 2018, parents were asked to try to ensure students attend school as regularly as possible – with the continuation of School Attendance Awards handed out to students with fewer than a certain number of days at the end of the year.

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.

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.