Principal’s foreword

Introduction

Talara Primary College is committed to striving for the ever moving target of excellence of a high performing state school where students and families are very proud to be part of a culture of success. As a learning organisation we have a strong commitment to:

- professionalism of the highest standard;
- excellence in academic achievement;
- high standards in student behaviour and presentation;
- a futures orientation in our curriculum; and
- the implementation of Information and Communication Technologies (ICT) in all aspects of schooling.

I am sure that as you read through our 2015 Annual Report you will join me in celebrating the amazing diversity of learning opportunities in which our young people are engaged, the impressive achievements demonstrated across all disciplines and the tireless enthusiasm of our dedicated and gifted workforce and community.

The support and involvement from our parents continue to enable our school to provide our students outstanding educational opportunities where they feel confident and supported to give their best.

Talara Primary College should be congratulationed on an outstanding year of educational excellence.

Stephen Adams
Principal
School progress towards its goals in 2015

2015 was a very exciting year for Talara Primary College (TPC) with success in many different aspects of the incredibly busy and complex programs in which our students are engaged. It was extremely rewarding to see our students achieve new levels of excellence in academic, sporting, musical and language pursuits and to have our parent community indicate an overwhelming level of satisfaction.

Talara Primary College adopted 2015 as the Year of Mathematics to ensure all teachers are focusing on our Numeracy Key Deliverables which are -

- Embed routines matched to the identified needs from student performance data;
- Develop whole school consistent approach for warms ups, lesson sequence, problem solving, number facts and fluency;
- Provide numeracy feedback to students using class learning goals based on NCR data;
- Increase teacher knowledge in Bookers’ development sequence; and
- Build teacher capacity to respond to misconceptions through Numeracy Warm Ups

This multi-faceted approach aims to build teacher capacity to directly influence student outcomes and achievement. The Master Teacher is pivotal in each of the above Key Deliverables.

Excellent aspects of improvement and high achievement across all areas in NAPLAN is also to be celebrated. The focus on numeracy is evident with great results showing numeracy to be our biggest improvement area. In 2015 TPC was significantly above state and national numeracy results for Year 3 and 5 in the mean scale scores, the upper two band percentages and the percentage of students above national minimum standard. In fact, TPC was significantly above national mean scale scores in all areas except for Year 3 writing and spelling. This is an area which has been identified for future focus.

Our Gifted and Extension program offered our academic students the opportunity to excel, with considerable success in a range of experiences and competitions including -

- Tournament of the Minds (TOMs) Two teams competed :
  - Team 1- State Finalists
  - Team 2- State Champions - Attended the National Finals in Sydney
- 29 Distinctions were awarded across the ICAS competitions in English, Maths, Science and Italian.
- Caloundra Coalition of Schools Talented Maths Day and Level Up Gifted and Talented Day

- Implementation of the inaugural Talara Primary College Maths Challenge Days
The continuation of the Great Results Guarantee (GRG) funding saw an injection of $302,884 into our school. As a result of this increased funding we have seen some fantastic improvement in a significant number of students across the school. The major focus of this funding for 2015 has been:

- Early Intervention Programs – oral literacy and reading
- Whole School Maths - hands on resourcing to support student learning
- Increased teacher aide intervention support in Years 1 - 3
- Evidence Based Plans for students in Years 1 - 6 receiving an E in English or Maths
- Focused Maths Intervention Program in Year 2 and 3
- iConnect Maths Extension Program in Years 3-6
- Online access to reading and numeracy programs for identified students
- Numeracy Team release

The reputation of Talara Primary College as a school of Performance Excellence continues to grow far and wide. The college has embedded music, drama and dance throughout the curriculum to promote the diverse and amazing talent of so many students which in turn has enabled vast array of extracurricular opportunities for students. Highlights within The Arts Program included:

- The incredible talents of our performing arts students when over 300 students took to the stage in the mini production ‘Friends Forever Stand Together’

- Four students being selected into the Regional Advanced Music Program
- Five different dance teams, ranging from Year 1 to Year 6 (with our older groups competing with the high schools) in three different Regional Eisteddfod events achieved the following:

  - Sunshine Plaza Break Thru Competition
    - First Place for second year in a row. TPC received $6,000 and $3,000 shared amongst students.

  - Sunshine Coast Eisteddfod
    - Second Place in Hip Hop and Fifth Place for Jazz

  - Brisbane Eisteddfod
    - Primary School Section
      - First Place in Jazz and Very Highly Commended in Hip Hop
    - Secondary School Section
      - Very Highly Commended in Contemporary and Highly Commended in Musical Theatre

  - Brisbane Performing Arts Competition
    - Primary School Section
      - First Place Contemporary, Second Place Hip Hop and Very Highly Commended Jazz
    - Middle Secondary School Section
      - First Place in Musical Theatre- ‘Glee’
An opportunity to celebrate the outstanding achievements of our students across all facets of schooling is through our whole school Parade of Excellence. These parades occur in the last week of each term where students who have achieved a level of excellence in academic, sporting, performance or community pursuits are recognised in front of the whole school and community. At this parade we also invite a past student to talk to our students about setting their own goals and striving for excellence.

In Years 5 and 6 100% of students participated in interschool sport with many students going on to be selected for district representation. 2015 saw a number of students being selected further for regional representation in swimming, rugby, AFL, athletics, basketball, netball, golf and aqua-thon. In the District Interschool Sport Competition, Talara Primary College won First Place in Senior Netball, Senior Touch Girls, Rugby League, Senior Boys and Senior Girls Basketball.

Our Italian program continues to impress with fantastic results across a range of competitions during the year including First Place for the Sunshine Coast Languages Other Than English speaking competition for both the Junior (Yr 4-6) and the Middle (Yr 7-9) Sections.
Future outlook

At Talara Primary College we are committed to attaining the very highest performance from each and every student. Our school has a very clear and strong vision that directs our professional actions through our TPC Rocks and team behaviours shaped by The Lessons from Geese.

As part of our commitment to striving for the ever moving target for excellence, we set clear focus areas that will drive explicit improvement in identified areas over four years from 2014 to 2018.

**What we will deliver (as identified through the QSR process for 2014 to 2018)**

- All Australian Curriculum learning areas through year level programs aligned to our school context and student needs.
- A positive school wide culture where the whole child improves through the consistent implementation of high expectations in areas including social and emotional development, academic achievement, behaviour and uniform.
- Improvement in student achievement in Years 3, 4 and 5 as evidenced by Yr 5 NAPLAN.
- Embedded whole school agreed evidence based pedagogical practices in reading, numeracy, word study, writing, learning goals and feedback.
- Improved staff capability in ICTs, writing and maths.
- A culture of feedback where staff are supported to reflect on their professional practice through collegial feedback.
- Ongoing short term and long term data analysis cycles that inform responsive classroom programs for our diverse learners including Gifted and Talented, Indigenous students and students at risk.
- Classroom practices that embed the use of ICTs as integral tools for teaching and learning.
- Active and well informed parents as partners in education.
- Community connections, locally, nationally and globally, that contribute to improving student engagement and learning outcomes.

The year 2015 was known as the **Year of Mathematics** during which time a whole school improvement focus on Mathematics. Other improvement agendas included:

- Developing best practice pedagogy and greater teacher knowledge in the teaching of word study through the embedment of the Talara Primary College Word Study Policy.
- Developing confidence in our teachers, and the capacity, in using ICT as identified in C2C and for data analysis.
- High reliability and access of technologies to improve teaching across the college.
- ICT innovations and online learning being implemented to contribute to improving student learning.
- Teachers using C2C assessments, IM and NAPLAN data to identify student needs and respond with differentiated instruction.
- Teachers supported by STLanNs, Master Teacher and Literacy Mentors to plan responses to individual student performance in NAPLAN.
- Identification of U2B students and students requiring intervention using TPC Data.
- Developing teacher capacity to set, monitor and provide student feedback on Learning Goals.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1032</td>
<td>490</td>
<td>542</td>
<td>35</td>
<td>97%</td>
</tr>
<tr>
<td>2014</td>
<td>1059</td>
<td>499</td>
<td>560</td>
<td>48</td>
<td>96%</td>
</tr>
<tr>
<td>2015</td>
<td>1023</td>
<td>480</td>
<td>543</td>
<td>40</td>
<td>96%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Talara students display an excellent standard of behaviour and 100% of students are in full school uniform every day. Student attendance is very high with all absences being explained or investigated.

Forty students identified themselves as Aboriginal, Torres Strait Islander or from a Non English Speaking background at the time of enrolment.

During 1999, Talara’s Early Childhood Development Program (ECDP) was established for students from birth to 6 years with one or multiple disabilities. In 2003 enrolment growth of students with disabilities throughout the school resulted in the school having a recognised Special Education Unit (SEU) coded for Autistic Spectrum Disorder and Intellectual Impairment. Talara's current Special Education Program (SEP) supports students from birth to Year 6 with a range of disabilities. Talara Primary College works on a full integration model for all students with a verified disability from Prep through to Year 6.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>21</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>24</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

*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.
School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>12</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum delivery

Our distinctive curriculum offerings

At Talara Primary College we are explicit about the expectations for high-quality teaching practice. In promoting an on-going commitment to improved practice, our curriculum framework provides a clear and shared vision of what student learning should look like (i.e. what we collectively would expect to see in practice in classrooms) and the action teachers, students and school administrators need to take to make the vision a reality.

It is expected that every student in every classroom is engaged in their learning and challenged to do their best. By having a deep understanding of each student and planning explicit teaching and learning opportunities, we maximise the learning outcomes for individual students. Continuous monitoring and assessment and the provision of effective feedback helps facilitate a culture of self-reflection.

Teachers are instrumental in improving student achievement. As we shape and redefine curriculum units using the Australian Curriculum, our focus is on supporting students to develop the Attributes of Life Long Learners which are:

- Thinking, Investigating, Creating, Communicating, Participating, Reflecting

Central to this is for our students to learn not what to think, but how to think. They construct their own meaning by learning to reflect, to raise essential questions, to see connections, to discover patterns, to make good decisions, to understand and value diversity, to work cooperatively with others, to take risks and to manage change. We foster critical and creative thinking and expect students to produce work of quality at their own individual level.

Our curriculum is future looking. We integrate meaningful technological skills and understandings into every unit of work from Prep to Year 6. This process is led by our eLearning Committee who ensure that there are links from one year level to the next and provide the training and support for skill development to teachers, students and support staff as they integrate these understandings into meaningful units of work.

Our curriculum seeks relevance. We seek ways in which to link learning opportunities to the world outside the school environment. To do this, we select ideas that will appeal to our students and have applications in real life experiences. Wherever possible we make connections between subject areas. We also have strong partnerships with the community and, where possible, draw on their expertise to support learning.

Our curriculum is dynamic. Every exceptional teacher is a learner. We support this view by asking each teacher to reflect on every unit of work and assess its effectiveness, relevance and degree of enjoyment for the learner. Teachers reflect the effectiveness of their teaching on what worked well and what did not. During this process they consider the implications for the next unit of work and how to strengthen the pedagogical practices and programs.
Our curriculum and teaching is responsive to the students. To do this we begin with the end in mind. Initial decisions are not based on what to teach but rather what does each student need to learn. We then examine the best way to teach this and assess how well this has been achieved.

We can all remember someone who was “The Teacher” in our lives - someone who inspired and motivated us above all others. At Talara Primary College, we seek to assist our teachers to be “The Teacher” for every student by providing the most significant, motivating and effective curriculum possible.

At Talara Primary College, teachers do not simply deliver the curriculum. Our team develop, define and reinterpret it too. It is what teachers think, what teachers believe and what teachers do within the classroom which ultimately shapes the type of learning our young people experience.

To do this, we develop the curriculum together and monitor its effectiveness across the whole school. All teachers are informed of what other teachers are doing and the teachers’ planning is displayed in every classroom window. Every unit of work in every class is celebrated and shared with the school community. The process is coordinated by our Head of Curriculum who maintains a whole school view, monitors student learning and supports teachers as they adopt new syllabus material and teaching strategies.

Our parents play a critical role as partners in the learning process. As such, parents are actively encouraged to be part of the learning journey and share any relevant expertise they may be able to contribute as part of a unit of work. The whole school also celebrates this partnership with an open afternoon in Terms 1 and 3 where parents come in and join the students in learning activities. At the end of Terms 2 and 4, parents come in to the school for culminating events when the students proudly ‘show off’ their new knowledge and skills as a result of completing their units of work.

**Extra curricula activities** - These include.

- Maths Infinity Club
- Optiminds
- Perceptual Motor Program
- Year 7 / 8 Maths Day
- ICAS Maths, English, Science and Languages Academic Competitions
- Chess Club
- AFL Auskick
- Interschool Sports
- Surf Skills
- Swimming
- Boardriders Surfing Club
- Active After School Sports Program Prep to Yr 4
- Rugby Union
- School Based Basketball Competition
- Student Council
- Peer Support Program
- Year 4, 5 and 6 camps
- Talara Performance Crew (Dance)
- Eisteddfod Competitions
- Performance Excellence Program
- Boys Dance
- Mini Boppers
- Drama Club
- Senior Choir Glee
- Junior Choir
- Extension Art Clubs
- Once per term whole school discos
- Instrumental Music: Strings, Brass and Woodwind
- Rock Band
- Guitar
- Kids on Keyboards
- Media Club
- Computer Club
- Kids Club
- Talara Environmentally Aware Kids (TEAK)
How Information and Communication Technologies are used to assist learning

Information Communication Technologies (ICT) play a critical role in the teaching and learning process at Talara Primary College. Over the last three years it has been a clear focus for our whole school to enhance the skills of our teaching staff and to maximise the reliability and variety of hardware devices to increase the integration of ICT into our curriculum. Talara has committed significant funding to see the implementation of three ICT mentors working with staff and students, a significant roll out of Smart Boards across the school as well as interactive technologies through the ICT Design Lab.

Talara Primary College is at the forefront of Information Communication Technologies for Education Queensland and has been selected as one of the pilot schools for the One School program, the Managed Operating Environment (MOE) program, the One Portal program and the Computers For Teachers program. Staff have applied their expertise to provide quality feedback throughout this process and influence the development and delivery of these new initiatives across Queensland.

For more detailed information regarding the way computers are used for learning at Talara Primary College, please visit the link Curriculum/Technology on our website.

Social Climate

At Talara Primary College significant emphasis is placed on providing a learning environment where all students feel safe and supported. Although our school has grown to a large population, we maintain a strong sense of family through our commitment to a shared ownership of all student outcomes across our school.
During 2015 highlights of our pastoral care programs included:

- Creation of the position Positive School Engagement Teacher;
- Welcome BBQ for new families and Prep students and their families;
- Peer Support Program throughout Term 3 to establish cross grade partnerships and introduce our Prep students to the Talara Primary College Code of Conduct and “You Can Do It” program;
- Tribe Structures “TPC” for parades;
- Human Relationships courses; and
- Introduction of student No Bullying performances – presented to our whole student cohort by drama students

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to well being by:

- maintaining our strong team ethos across the school providing support and pastoral care to all students and family members through our S.W.E.L.L. (Student Welfare and Emotional Lifelong Learning) Committee;
- providing opportunities for staff to maintain their own wellbeing through our health and wellbeing program and activities and our staff social club;
- creating smaller student communities within our school through our tribe structure, buddies program and peer support;
- creating smaller staff communities through year levels, sectors, teams and committees;
- supporting an inclusive education program through our Early Childhood Development Program, Support Teacher - Literacy and Numeracy and support staff for students with disabilities;
- building the capacity of our Student Leaders and School Council who regularly meet to present ideas and participate in leadership training opportunities; and
- embedding our school’s Code of Behaviour to Care for Yourself, Others, Learning and School

### Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>99%</td>
<td>97%</td>
</tr>
<tr>
<td>this is a good school (S20035)</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>96%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>92%</td>
<td>93%</td>
<td>97%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>100%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>100%</td>
<td>99%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>100%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>100%</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>100%</td>
<td>93%</td>
<td>97%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns (S2009)</td>
<td>100%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning (S2010)</td>
<td>100%</td>
<td>94%</td>
<td>94%</td>
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<tr>
<td>this school takes parents' opinions seriously (S2011)</td>
<td>96%</td>
<td>94%</td>
<td>96%</td>
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</table>
### Performance measure

**Percentage of parent/caregivers who agree**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>92%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>96%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
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</table>

**Performance measure**

**Percentage of students who agree**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>99%</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>98%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>98%</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>98%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>98%</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>96%</td>
<td>97%</td>
<td>88%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously (S2043)</td>
<td>96%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>96%</td>
<td>97%</td>
<td>92%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>100%</td>
<td>95%</td>
<td>99%</td>
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<td>their school is well maintained (S2046)</td>
<td>99%</td>
<td>99%</td>
<td>97%</td>
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<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
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</tbody>
</table>

**Performance measure**

**Percentage of school staff who agree**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>100%</td>
<td>99%</td>
<td>97%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>98%</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>student behaviour is well managed at their school (S2074)</td>
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<td>staff are well supported at their school (S2075)</td>
<td>98%</td>
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<td>their school takes staff opinions seriously (S2076)</td>
<td>95%</td>
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<td>their school looks for ways to improve (S2077)</td>
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<td>99%</td>
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<tr>
<td>their school is well maintained (S2078)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

*‘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

At Talara Primary College we strongly value the partnership role that our parent community plays in assisting our students in striving for excellence in everything they do. Our school has implemented a range of strategies to ensure that our parents are well informed and involved in the current unit of work in which their children are engaged.

Some of these strategies include:

- Parent Partnership Evenings
- Publication and display of current unit of work and expectations
- Providing students and parents with criteria sheets for key tasks
- Open Afternoon – at the end of Term 1 and 3 classrooms are open for an afternoon to welcome parents and extended family to join in with the learning and see the terrific work our students have completed during that term.
- Culminating – an organised opportunity at the end of each semester that involves parents coming in to see our students demonstrate their learning and achievements.
- Online newsletter complete with stories, pictures, student presentations, videos etc.

Parents also play a critical role in providing voluntary support to our students in the classroom. To assist parents to develop their own skills in this area we provide parent courses in:

- Mathematics Learning
- Support-A-Reader
- Support-A-Maths Learner
- Oral Language Workshops
- Supporting Early Reading Strategies
- Prep Education and Orientation
- 123 Magic Parent Education Course
- Engaging Adolescents Workshop
- Supporting Children’s Anxiety

Parents and Citizens Association

The Parents and Citizens Association work tirelessly throughout the year to support the school in many different ways. Following the Annual General Meeting each year the P&C Association hold a special meeting to discuss the annual fundraising targets and subsequent commitment to the school’s budget. This is a very important meeting where, as a Committee, decisions are made to allocate money to specific areas within the school annual planning. In 2015, the P&C Association made a strong contribution of $28500 to the school as well as continuing to build the funds for its long term project to erect a roof over the multipurpose courts.

The P&C were also very busy running several community events with a significant highlight being the incredibly successful Talara Trivia Night.

As part of our 2011-2014 Quadrennial School Review, over 100 families took the time to complete our survey. Reading and analysing the survey is always very rewarding in that our parent community is very generous in their recognition of the special learning community we have at Talara Primary College. It was terrific to see the strong support and recognition given of the work we have done in the key improvement areas of mathematics and reading.
70% of parents indicated that they felt **very positive** about our college, 29% felt **generally positive** with only one response indicating a negative feeling. Some of the clear trends that emerged from the surveys include:

Aspects of our school parents like the best (four highest frequency of responses in order)
- Our highly committed and professional staff
- The caring atmosphere and high expectation culture of Talara
- Our curriculum and learning programs
- Our behaviour management

Aspects parents felt were not meeting expectations (four highest frequency of responses in order)
- Communication with parents, especially regarding student’s academic progress
- Nothing, all aspects meet expectations!
- Addressing bullying / teasing and rough play
- Catering for individual needs within the classroom

Aspects parents felt we needed to maintain (four highest frequency of responses in order)
- Great staff and caring culture
- High standards in uniform, behaviour and no bullying
- Culminating and open afternoons
- Peer support, Parades of Excellence and Gold Pass

**Reducing the school’s environmental footprint**

The Talara Environmentally Friendly Kids (TEAK) Club works very hard at promoting environmentally sustainable practices across our college including coloured recycling bins in all lunch areas, paper recycling and energy saving habits with all students. The TEAK students were also very busy undertaking a garden replanting project with the assistance of the school groundsman. In 2015 our TEAK students were asked to present at the Sunshine Coast Sustainability Conference to highlight their work.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>199,043</td>
<td>110,856</td>
</tr>
<tr>
<td>2013-2014</td>
<td>216,249</td>
<td>51,412</td>
</tr>
<tr>
<td>2014-2015</td>
<td>224,489</td>
<td>1,967</td>
</tr>
</tbody>
</table>

*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.*
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>73</td>
<td>40</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>63</td>
<td>27</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>57</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>5</td>
</tr>
<tr>
<td>Masters</td>
<td>9</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 included $62,354 for professional development within our specific focus areas as well as a further $56,837 committed to the release of teachers in year level teams for planning sessions with the National Curriculum.

Teachers are instrumental in improving student achievement. Helping our teachers to maintain quality classroom practice is critical. We therefore work with and support the professional development of our teachers. We are committed to creating opportunities for teachers to mentor and learn from others and to access professional information.

The greatest asset of Talara Primary College is the dynamic and committed staff that work together to create a very professional team of educators who are focused on providing the very best education for students at our school. Professional development is integral to our belief that we are all lifelong learners and this we model for our students.

An extensive array of other professional development activities were also conducted having been identified through staff surveys and strategic planning indicators. It is through this strong commitment to developing our staff that Talara Primary College is able to remain innovative and responsive to the latest educational trends.
Priorities for 2015 were:

- School wide approach to teaching numeracy - Numeracy coach, PD, walk-throughs
- Implementing new approach to Word Study - Mentoring and Profiles
- Embed TPC teaching of reading - Profiles
- Differentiation using student data - PDPD

The proportion of teaching staff involved in professional development activities during 2015 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says '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.
Performance of our students

Key student outcomes

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>89%</td>
<td>89%</td>
<td>92%</td>
</tr>
</tbody>
</table>

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

<p>| Student attendance rate for each year level (shown as a percentage) |
|-------------------------------|-------------|-------------|-------------|</p>
<table>
<thead>
<tr>
<th>Prep</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student attendance distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>7</td>
<td>12</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>2014</td>
<td>7</td>
<td>9</td>
<td>31</td>
<td>52</td>
</tr>
<tr>
<td>2015</td>
<td>7</td>
<td>10</td>
<td>26</td>
<td>57</td>
</tr>
</tbody>
</table>

Description of non-attendance management by the school

Non-attendance is managed in state schools in line with the DET policies SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools. These policies outline processes for managing and recording student attendance and absenteeism. At Talara we believe very strongly in the Education Queensland policy ‘Everyday Counts’. In light of this, our school actively promotes the benefits of students being at school every day, on time and ready to learn. Class rolls are marked each morning 15 minutes after the commencement of school. If students arrive after this time they must sign in at administration and receive a late slip on which the reason for lateness is noted.

Class teachers monitor student attendance and if a student has a pattern of late arrival or unacceptable absence, the Deputy Principal will call the parents to discuss the issue and see what strategies the school can assist with to have the child at school on time every day. All unexplained absences are followed up by the administration officer by way of a letter or phone call being made to the parent of the student.
Awesome Attender awards were introduced to reward those students that were in attendance, organised and on time every day of the week. These awards entitle the student to go in to a raffle at parade each week to win a free disco pass at the end of term. Students who achieve 99% or greater attendance across the year are also celebrated at the final Parade of Excellence receiving a special certificate.

Despite the school actively promoting ‘Everyday Counts’ in the newsletter, on parade and in classrooms, we still have a very small percentage of students that have an unacceptable level of absence across the school year. These students are closely monitored and have regular communication with a Deputy Principal to ensure the best possible attendance of each of these students. Those families who do not respond to this support are then issued with letters and consequence actions in accordance with the legislation.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

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/](http://www.myschool.edu.au/).

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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.