## Contact Information

<table>
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<tr>
<th>Contact Information</th>
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</thead>
<tbody>
<tr>
<td><strong>Postal address:</strong></td>
<td>PO Box 3707 Caloundra 4551</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>(07) 5438 3777</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>(07) 5438 3700</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:principal@talacolss.eq.edu.au">principal@talacolss.eq.edu.au</a></td>
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<td><strong>Webpages:</strong></td>
<td>Additional reporting information pertaining to Queensland state schools is located on the <a href="https://myschool.qld.gov.au">My School</a> website and the <a href="https://data.qld.gov.au">Queensland Government data</a> website.</td>
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<tr>
<td><strong>Contact Person:</strong></td>
<td>Mr Stephen Adams</td>
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Talara Primary College (TPC) is an Education Queensland school which opened in 1998. Current enrolments are around 1,127 Prep to Year 6 students, with an additional 35 students accessing our Early Childhood Development Program.

We work diligently to create an environment where everyone feels cared for and supported.

We have an unwavering focus on supporting our students to achieve success and it’s our exciting and dynamic curriculum that enables us to prepare our students for the challenges of the 21st Century. Our staff and community are driven by an authentic commitment to continually improve what we do, and search out the best educational practices for our students. Our school recognises the significant learning that occurs at home and strives to create an open and productive partnership between home and school.

Talara has a proven track record of high performance and is a place where students and families are very proud to be part of a culture of success. We are a learning organisation and we have a strong commitment to the highest standard of professionalism, which results in high levels of student personal achievement, reflecting our school motto of ‘only our best will do’.
Introduction

Talara Primary College (TPC) is genuinely committed to striving for excellence. We are a high performing state school, where students and families are very proud to contribute towards, and 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.

As you read through our 2017 Annual Report, I am sure 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 continues to enable our school to provide our students outstanding educational opportunities, where they feel confident and supported to give their best.
School Progress towards its goals in 2017

Year of Writing

In 2017, the TPC community embraced the ‘Year of Writing’, recognising writing as a fundamental skill, necessary in all learning areas. All staff focused on our Writing Key Deliverables of:

- Participating in the Seven Steps to Writing professional development for the whole staff to ignite the writing journey and create sense of urgency and excitement.
- Enhancing teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement Standards and Curriculum Intent.
- Engaging teachers in building a writing EdStudio and exploring action research through a TPC Writing Book Club.
- Through research and collaborative team meetings, building teachers’ capacity to understand and teach writing effectively.
- Beginning to develop a whole school language for the teaching of writing, including establishing common expectations and a writing profile for teacher feedback.
- Creating writing routines matched to the needs identified in NAPLAN and Curriculum into Classroom (C2C) assessments.
- Building teacher capacity to provide feedback to students about writing, following clear criteria.
- Providing opportunities for teachers to observe and share best practice.
- Promoting awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletter, website, parades and parent workshops.
- Inspiring creative writing through fortnightly whole school writing challenges.

The Master Teacher coaching position was pivotal to leading this initiative through engaging teachers in collaborative conversations and providing opportunities to share and model best practice in writing across the school. This multi-faceted approach has built teacher capacity to directly influence student outcomes and achievement whilst establishing enjoyment around writing in our community.
ELearning

There was much to celebrate in this area for 2017. The appointment of an eLearning Mentor provided a significant boost to our eLearning focus and resulted in improvement in knowledge and understanding for both teachers and students alike.

- The appointment of an eLearning Mentor allowed for classroom coaching and focussed weekly professional ‘Digi Café’ sessions expanding the use of ICT innovations and online learning experiences that improved students learning.
- The development of teacher’s capabilities to be confident in embedding ICT as identified in C2C units, including the Digital Technologies Curriculum was a highlight. The eLearning Mentor further advanced teacher and student skill development in year 2-4 in preparation for NAPLAN online through eLearning lessons.
- Digital Technology extra curricula opportunities (Junior and Senior Robotics and Makers Club) for students were established and well attended both before and during school.
- High reliability and access of technologies to improve teaching across the college, including resources to develop STEM and Digital Technologies Curriculum, were complimented by the success in obtaining a $5000 Maker Space Grant and a $500 Science Week Grant.
- Improved parent awareness of and communication on STEM (Science, Technology, Engineering, Maths) and how the curriculum was being delivered to our students occurred. Parent workshops to raise awareness of how STEM and Digital Technologies can be further utilised in the home environment were well attended and received by the parent community.
- Workshops were delivered to all Year 5 and 6 students by our Adopt a Cop on Cyberbullying and online safety. Our SOS parent data for ‘The school provides useful information online’ saw a 3.8% gain. The greatest positive gain since 2016.
- TPC fostered an eLearning and STEM partnership with coalition schools and local organisations such as CSIRO and the University of the Sunshine Coast.
- The college saw a significant wireless upgrade, increasing the provision of connectivity across the campus.
Engaging the Whole Person

2017 witnessed a significant focus on raising the awareness of our social skills programs and supporting the development of the whole person. From the very first Pupil Free Day all staff were involved in a whole day team-building program, which included reviewing the TPC Rocks, the eight big principles that underpin our school’s high performance culture. As an outcome of this day and the focus on this Key Deliverable, a new rock, “We value and support the holistic development of students through engaging pedagogy”, has been added.

The role and understanding of the six Attributes of Lifelong Learners (ALLL) and our five You Can Do It Key (YCDI) to Success were also revisited in 2017 with specific activities and programs to enable students to develop a deep understanding of these attributes and skills. This included focused class lessons, a specific focus each week on parade and the introduction of the beautiful and bright larger than life YCDI Pencils as you enter the college. Students were also surveyed on their knowledge and understanding of the ALLL at the beginning of the year and again at the end of the year and it was fantastic to see a significant improvement in these responses.

Talara Primary College actively believes in the 5E’s pedagogical framework where teachers use common language across the school to Engage, Explore, Explain, Elaborate and Evaluate ideas and curriculum learnings. This year, Talara promoted the implementation of the 5E’s through workshop opportunities and weekly excerpts in the school HONK (weekly information format). During 2017, we actively promoted the need to engage our students and to create a classroom full of enjoyment and success. Through creative lessons and informative feedback to increase students understanding and improvement, students and teachers felt more successful. Implementing ‘talking circles’, ‘positivity walls’ and ‘self-reflective sheets’ created a whole school understanding of TPC’s pedagogical framework.

Highly effective communication with all stakeholders continues to be a major focus as to maximise the learning partnership between home and school. Fortnightly Newsletters, parent information sessions, parent interviews in Term 1 and 3, as well as a range of digital platforms including Facebook, QParents and QSchools, improved communication strategies that is reflected in our Parent Opinion Survey data. In particular, we have seen significant improvement in the questions:

- The school provides useful feedback regarding my child’s progress 2014 89% increased to 2017 97%
- This school keeps me well informed – 95% Talara compared to 88% Queensland
- This school provides useful information online 97% Talara compared to 88% Queensland

In 2017, our college had a student attendance goal of 95% and we achieved 94.6%. A range of strategies were implemented, including:
- Displaying TPC Attendance Posters
- Providing students with personalised attendance tracking
- Weekly data provided to all staff
- Attendance Alert List reviewed weekly
- Daily text messaging service for any unexplained absence
- Enforcement of the compulsory education legislation where required

In 2017, we strived to close the gap for our Indigenous students to less than 40 points from the National Benchmark Test - NAPLAN. Through quality pedagogy and Indigenous Intervention for all identified Indigenous students, we saw progression forward. Our Year Five students not only closed to within 40 points of the national average but also out performed in two of the three areas. Our Year 3 students improved to close the gap to within the 40-point mark. In 2017, we celebrated a 2% attendance increase for our identified Indigenous students across the school year. TPC also started a ‘Culture Club’ designed to support Indigenous students to learn more about their culture through learning activities. Parental support was high for targeted intervention for their child.

Indigenous Differentiated Intervention - Key Points:
- Teacher aide support
- 4 Students accessing Solid Pathways
- Year 1 Indigenous Mini-Lit Program
**2017 College Highlights**

**Investing for Success**

*Investing for Success* funding has had a clear and positive impact on our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds. The initiatives we implemented included:

- Writing professional development for whole staff to ignite the writing journey and create sense of urgency and excitement in developing whole of school writing program.
- Enhance teacher capability and expand use of ICT innovations and online learning experiences with increased online learning resources (including Reading Eggs and Maths Reflex across the college) for students to use at school and at home.
- Evidenced Based Plans in partnership with parents for students who are below National Minimum Standard (NMS)
- Increase the percentage of students in Mathematics and English achieving C or above in Prep (Making Connections) through to Year 4 to 80%.
- Expanded the current intervention programs that are responsive to student performance data, to include a greater number of children in support/intervention programs
- Increase the percentage of students achieving above the national minimum standard in number from 94% to 98% in Year 3 and 5

**Extension and Enrichment Program**

Our *Extension and Enrichment Program* enabled students to engage in a range of diverse and complex learning opportunities. These included:

- undertaking individual research projects
- participating in debating
- attending The Cube, Queensland University of Technology, Brisbane
- completing online computational thinking tasks
- organising and leading school Trivia Competitions
- attending a one day Master Art Class
- creating and producing video interviews
- preparing for, and hosting Talara's Art Gallery event

Gifted and Talented students across the College have participated in, and excelled in a range of experiences and competitions including:

- Tournament of the Minds (TOMs)
- Regional Champions - Engineering Team
  - Queensland – State Winners
  - Australian Champion - Runners up
- International Competitions and Assessments for Schools (ICAS) in English, Maths, Science
  - Science 120 participants, English with 129 participants, Maths with 159 participants
  - State medal – Year 5 student – for the highest score in English 49/50
  - 6 High Distinctions awarded and 42 Distinctions awarded
  - Talara congratulated one Year 5 student, who received the only state medal for ICAS - Science.
- Maths Infinity Club – 2 Year 4, 14 Year 5, 22 Year 6, students challenged weekly
  - International Maths Olympiad - 38 students competed with 3 students in the top 30%, 1 in top 25% and 1 in top 20%
- Gifted artists across the school were recognised by displaying their art pieces through the inaugural Talara Art Gallery (TAG) event.
- Represented teams in Sunshine Coast Maths Tournament, Caloundra Coalition of Schools Talented Maths Day and the Regional Readers’ Cup Competition.
• Developed community partnerships - Caloundra Coalition Schools - opportunities for gifted and talented students to apply and participate in the Level-Up Extension Program and attend the Full STEAM Ahead Gifted and Talented Conference at Meridan State College.

Music, Drama and Dance – Performance Excellence

Talara’s reputation 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 a vast array of extracurricular opportunities for students.

Highlights within The Arts Program in 2017 included:

• The incredible talents of our Performing Arts students when close to 400 students took to the stage in our School Production and Performance Night and show cased ‘You’ll go Far When You Be Who You Are!’
• Our Dance Excellence Team, also consisting of students from Years 4-6, achieving the following accolades for their hard-working efforts:
  ▪ Sunshine Coast Eisteddfod - Highly Commended for Hip Hop with a score of 86/100
  ▪ Brisbane - Jazz achieved 83/100, Hip Hop 82/100
  ▪ Sunshine Plaza Break Thru Competition - Judges Choice at heat
  ▪ Sunshine Plaza Break Thru Grand Final - 3rd place, prize of $1500 for our school
  ▪ Get The Beat Dance Eisteddfod – First - Dance Excellence Team “Stand Up”
  ▪ Wakakirri Team “Stand Up” - “A wonderfully visually and entertaining performance” – Dale Pengelly

PERFORMANCE AWARDS

- Excellent Overall Costume Design
- Excellent Performance Teamwork
- Well-Rehearsed Performance
- Excellent Overall Hair & Makeup
- Amazing Finale
- Best Individual Hair & Makeup
- Best Original Story

Italian Program

Our 2017 Italian Program collaborated with other schools and the University of the Sunshine Coast on a joint grant to create links across education sectors whilst developing a pathway for students. In Term 3, we had a student language assistant visit from Italy and work with the students in Italian lessons across the school, making learning language real.

Regional Language Speaking competition - University of the Sunshine Coast

- 1st place Regional Language Speaking competition Yr 5 student
- 2nd place Regional Language Speaking competition Yr 4 student
- 3rd place Regional Language Speaking competition Yr 4 student
- Highly commended Regional Language Speaking competition 5 students from Years 4-6

Australian Council for Educational Research: Assessment of Language Competence

- High Distinction in the Primary Assessment of Language Competence competition – 6 students
- Distinction in the Primary Assessment of Language Competence competition –15 Yr 4-6 students
- High School Certificate 1 Assessment of Language Competence competition - 1 High Distinction
- High School Certificate 1 Assessment of Language Competence competition:- 4 Distinctions
Parade of Excellence
Our whole of school Parade of Excellence provides a great opportunity to celebrate the outstanding achievements of our students across all facets of school life. 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.

Sporting Opportunities
Talara provides opportunities for students to be involved in a wide variety of sporting opportunities, boasting representatives and winners at district, regional and state levels. In 2017, whole school opportunities included Athletics Days, Swimming Carnival and Cross Country. Middle to Upper school participation and achievements included:

**Interschool Sport 2017 Champion Teams**
- Junior Girls Netball
- Junior Girls Oz Tag
- Junior Boys Basketball
- Junior Rugby League
- Junior Soccer
- Senior Soccer

**Students Represented Talara Primary College at District level in:**
- District Cross Country Team - 3rd Overall
- Sunshine Coast District Rugby Union
- Coastal District Cricket U12’s
- Coastal District School Sport 10-12 Years - AFL Girls reps
- Coastal District Swimming reps
- Coastal District Un 12 Football reps
- Coastal District Un 12 AFL – 1 rep
- Coastal District Under 11 Rugby League Reps
- Coastal District Under 12 Rugby League – 1Rep
- Coastal District Under 11 Netball – Reps
- Currimundi Grom Surf Fest Girls – 1st place
- Parko Grom Surf Fest Girls - 2nd Place

**Students Represented Talara Primary College at Regional level in:**
- Sunshine Coast Girls Primary School Regional AFL Championships - Team
- Billy Moore Cup Year 3 and Year 5 – 2017 Regional Champions
- Regional Athletics Carnival achievements:
  - U12 Age Champ- 100m first, 200m first, Long Jump 3rd, 800m 6th
  - Long Jump 2nd
  - Shotput 1st and 2nd
  - High Jump 2nd
  - 800m 2nd
  - 100m 1<sup>st</sup>

**Students Represented Talara Primary College at State level in:**
- OZTAG State Championships - Yr 6 Mixed Team & Yr 4/5 Mixed Team - Runners Up
- State AFL carnival for Sunshine Coast Region – 1 rep
- State Athletics for the Sunshine Coast Region – 2 reps
- U12 Sunshine Coast Regional Cross-Country Team at State championships– 1 rep
- Sunshine Coast Regional 10-12yr old Football Team at State Championships – 1 rep
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 Year 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

2018 Improvement Agenda

**Engaging People**

During 2018, the continuation of the development of the Learning and Wellbeing Framework will be a priority. Across a school year, TPC has a wide array of opportunities for students, families and staff to highlight, promote and act on activities that support social and personal growth. This has aligned beautifully with the process of working towards the development of our Inclusion/Diversity Policy that envelops the culture, beliefs and actions of our school to ensure that every student has access to learning on the same basis as their peers, regardless of ability.

Our pedagogical approach to teaching, in addition to specific programs around personal and social development that are evidence-based (Attributes of Life-Long Learning (ALLL) and You Can Do It program) compliment current research that social/emotional competence and learning are of equal importance in developing the whole child.
STEM

With employment in STEM growing two times faster than non-STEM occupations, key aspects of TPC’s STEM Key Deliverable in 2018 see us deliver a strong message to all staff on preparing students for the world of tomorrow today.

We strive to achieve excellence in STEM learning for all. We build teacher capability to transform and increase student engagement in STEM learning thus creating the next generation of global citizens and entrepreneurs by valuing student voice and embedding STEM opportunities.

Continued high reliability and access of technologies to improve teaching across the college, including resources to develop and promote STEM and the Digital Technologies curriculum: lego, iPads, Drones, Spheros, Makey Makey, 3D printing, Reflex Maths to name but a few have been an exciting chapter in our STEM journey.

Improving parent awareness and communication on STEM and its relevance to the changing world is a high priority. Upskilling parents and the community on 21st Century technology and thinking processes has allowed us to keep our parents current and empowered. TPC’s STEM strategy aligns with Advancing education: An action plan for education in Queensland.

Write Way

Following the success of our whole school writing focus in 2017, we will continued to embrace Writing as a Key Deliverable in 2018. The TPC writing journey will continue to promote quality teaching and learning activities in writing through a collaborative, research based approach.

We aim to enrich and expand teacher understanding of writing and writing practices. A collaborative team approach including the Literacy Mentor, Head of Curriculum and Master Teacher will assist us to continue to build teacher pedagogy.

Across the school, we will inspire and celebrate authentic informative, persuasive and imaginative writing opportunities through whole school writing challenges. Students will be engaged in regular creative and informative writing for real purposes that are celebrated.

Involving students in their learning in a continuous feedback cycle will be evident by establishing writing learning goals that are student generated and aligned to the curriculum. Therefore, we strive for improved teacher capacity to provide feedback to students around their writing. The TPC editing wand will continue to be a tool used to assist students with the writing process, feedback and to create learning goals in writing.
Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2017: Early Childhood - Year 6

Student enrolments for this school:

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<th>Boys</th>
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<td>527</td>
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<tr>
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<td>1119</td>
<td>521</td>
<td>598</td>
<td>49</td>
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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
Talara Primary College 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.

Talara’s Special Education Program (SEP) includes our Early Childhood Development Program (ECDP), which was established in 1999 for students from birth to school age who have one or more disabilities. Our SEP, established in 2003, is known as our ST.AR.S program and supports students with a verified disability from Prep to Year 6. Talara Primary College’s philosophy is one of inclusion for all students.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

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Curriculum Delivery

Our Hand-crafted Approach to Curriculum Delivery

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 align the vision to 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 all 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 focus is for our students to learn not **what** to think, but **how** to think. They construct their own meaning by learning to reflect, raise essential questions, see connections, discover patterns, make good decisions, understand and value diversity, work cooperatively with others, 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 have all students from Prep to Year 6 engaged in STEM units of work to upskill and challenge their thinking to prepare our students for the future. This process is led by our Heads of Curriculum, STEM Committee and eLearning Mentor 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 powerful and 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 life long 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 based on student feedback. Teachers reflect on 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 continue to strengthen the pedagogical practices and programs while maintaining the rigour of the Australian Curriculum.
Our curriculum and teaching is responsive to the students.

Our expert teaching teams base their planning on what students need to learn, and design individual learning goals to cater for all learning needs and abilities. We then examine the best way to teach students and reflect on how well student goals were 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, believe and do within the classroom that 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 planning overview documents are 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 Heads of Curriculum who maintain a whole school view, monitor student learning and supports teachers as they adopt new syllabus material and teaching strategies.

Our Parents

Our parents and community play a critical role as partners in the learning process. They 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 families come in and join the students in learning activities. At the end of Terms 2 and 4, families are invited to the school for culminating events, when the students proudly ‘show off’ their new knowledge and skills in completion their units of work.

Co-curricular Activities

- Maths Infinity Club, Tournament of the Minds, Sunshine Coast Maths Challenge Day, ICAS Maths, English, Science and Languages Academic Competitions, iConnect and Enrichment Booster, Chess Club,
- Girls’ AFL, Oztag, Cross Country Club, Kilometre Club, Auskick, Interschool Sports, Surf Skills, Swimming, Boardriders Surfing Club, Active After School Sports Program Prep to Yr 4, Rugby Union, Rugby League Experience (P-1), The Cricket Experience (5/6) School Based Basketball Competition, Skipping Squad, Billy Moore Rugby League, Mission Cup Netball, All Schools Big Bash Cricket
- Student Council, Peer Support Program, Year 4, 5 and 6 camps, iPad Movie Makers Club, STEM Makers Club, Robotics Club, Kids Club, Talara Environmentally Aware Kids (TEAK), Italian Club, Circus School, Art Club.
- Talara Performance Crew (Drama Excellence Team), Dance Excellence Team, Choir Excellence Team, Eisteddfod Competitions, Boys Dance, Mini Boppers, Just Drama Club, Just Sing Club, Just Dance Club, Once per term whole school discos, Instrumental Music: Strings, Brass and Woodwind, Guitar with Peter Field, Kids on Keyboards with Ken Kelly.
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, with staff, parent and student satisfaction above state mean in all ICT related questions on the School Opinion Survey.

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. Over the last 12 months, Talara Primary College has provided our students a handcrafted curriculum, which engaged, enabled and empowered our students to be information architects who participate, reflect and understand within the globalized society of the 21st Century.

Talara has committed to the implementation of multiple online platforms to improve teaching and learning using data and evidence; including Reading Eggs, Maths seeds, Reflex Maths, PAT-R and PAT-M testing and the Learning Place. Significant professional development was provided to teachers in preparation for the implementation of the Digital Technologies Curriculum.

The newly recruited STEM committee and eLearning Mentor established community links to commence the implementation of the new Digital Technologies Curriculum and the STEM Improvement Agenda. Staff have applied their expertise to provide quality feedback throughout this process and influence the development and delivery of these new initiatives including the Advancing Education Action Plan for Education Queensland.

With today’s students living and breathing technology, Talara’s School Based Police Officer held important information sessions for our parents and staff around Cyber Safety. Students were engaged in Cyber Safety lessons using the 5P’s for a Positive Digital Footprint.

The program has 5 key messages that cover what is and isn’t okay when working online:

1. **Profiles**: use a nickname and profile picture that doesn’t show your face
2. **Positive**: make sure online information about you is as positive as possible
3. **Permission**: make sure you have a grown-up’s permission to use a new site or app
4. **Privacy**: keep your passwords and personal details secure
5. **Protect**: keep evidence and don’t bully back, tell someone

Talara saw a shift from the use of projectors and Interactive Smart Boards, to the use of Interactive Projectors. iPads were introduced in the early years to enhance differentiated learning and to provide access to online platforms. Increased numbers of laptops were provided for classroom curriculum application in the upper years. One Drive and One Note were introduced to Staff with a roll out expected in 2018.
Social Climate

Overview
At Talara, significant time and energy is placed on providing a rich learning environment where all students feel confident in being safe and well supported. While Talara has grown quite significantly this past year - reaching over 1,100 students - a strong emphasis continued to be placed on relationships between the school and home, and the shared ownership that all students progress across the school. Each year the school Arts teacher writes a school performance based on our school behavior program including the ‘Attributes of a Life Long Learner’ and ‘You Can Do It’ approaches. The play is performed by the students, for the students and is tailored to the sectors of the school.

The pastoral care programs have had many highlights in 2017, including:

- Drama presentation: ‘You’ll Go Far When You Be Who You Are’ to identify and support the ‘You Can Do It’ concepts.
- Continuation of the position Positive School Engagement Teacher
- Welcome BBQ for new families and Prep students and their families
- Peer Support Program throughout the year to establish cross grade partnerships and introduce our Prep students to the Talara Primary College Code of Conduct and the ‘You Can Do It’ program
- Positive Parenting Workshops

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 a 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 our staff social club;
- creating smaller student communities within our school through our tribe structure, buddies program and peer support and interest based activities;
- creating smaller professional learning communities through year levels, sectors, teams and associated committees;
- supporting an inclusive education program through our Early Childhood Development Program, Support Teacher - Literacy and Numeracy and ST.AR.S staff (SEP) for students with disabilities;
- building the capacity of our Student Leaders and School Council representatives 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
- recognizing the importance of engaging the whole person as a Key Deliverable
## Parent opinion survey

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>97%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>99%</td>
<td>99%</td>
<td>97%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>99%</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>99%</td>
<td>99%</td>
<td>97%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>97%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>96%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>97%</td>
<td>99%</td>
<td>98%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>96%</td>
<td>93%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>94%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>97%</td>
<td>96%</td>
<td>91%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>97%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>96%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>97%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>96%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
</tr>
</tbody>
</table>

## Student opinion survey

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>95%</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>96%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>96%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>97%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>96%</td>
<td>93%</td>
<td>99%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>88%</td>
<td>91%</td>
<td>98%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>92%</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>96%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>92%</td>
<td>90%</td>
<td>97%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>97%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
</tr>
</tbody>
</table>
Staff opinion survey

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>97%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>95%</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>97%</td>
<td>99%</td>
<td>92%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>97%</td>
<td>98%</td>
<td>87%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>99%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>96%</td>
<td>98%</td>
<td>95%</td>
</tr>
</tbody>
</table>

* 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

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:

- Writing Workshop
- Maths Workshop
- Think You Know Cyber safety
- Oral Language Workshops
- Support-A-Reader
- Supporting Early Reading Strategies
• Supporting students speech development
• Supporting talking
• Prep Education and Orientation
• 123 Magic Parent Education Course
• Engaging Adolescents Workshop
• Supporting Children’s Anxiety

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 because 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 to the accomplishments in the key improvement areas of mathematics and reading.

Some clear trends that emerged from the School Opinion Surveys
In 2017 we had a record number of parents complete this state survey, 124 (up from 86 in 2016) and the satisfaction levels are very high. No individual question had a satisfaction rating less than 91%.

Aspects of our school parents like the best: (3 questions had above 70 % parents strongly agree):

• The School Celebrates Achievements
• This is a good school
• My child feels safe at this school

The real improvement was in:

• ‘The school provides useful information online’ up 3.8 % to 96.7%
• ‘Teachers at the school provide my child with useful feedback about his or her work’ up 2.3% to 95.2%

This has been a focus area for improvement for the last few years and is a great indicator that our strategies are having a very positive impact.

Aspects from our student data:
Our student data is also very positive averaging significantly above state and like schools. Our three strongest questions with over 80 % strongly agree

• My teachers expect the best of me (98.3 % overall satisfaction)
• This is a good school (99.1% overall satisfaction )
• My teacher encourages me to do my best (100 % overall satisfaction)

Aspects from our 2017 Staff Survey:
Staff responses were very positive - averaging significantly above state and like schools in nearly all questions. We had 4 questions with over 70% staff strongly agree. These included:

• Students encouraged to do their best 98.8 % overall satisfaction
• Students are treated fairly at this school 98.8% overall satisfaction
• I feel safe at this school 100% overall satisfaction
• Student behaviour is well managed at this school 98.8% overall satisfaction

Some of the questions where our staff responses were significantly higher than like schools include:

• There is good communication 93% (TPC) to 80% (Like Schools)
• Staff morale is positive 89 % to 78%
• Student behaviour is well managed 98.8 % to 86%
• School will take action as a result of last year’s School Opinion Survey 98% to 87%
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 there is 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 2017, the P&C Association had a very productive year raising $40,000. The entire committee and an army of volunteers need to be congratulated on the great community events held throughout the year, including the biannual Trivia night, and the outdoor movie night. These events are not only fundraising events but so great at getting the school community together and involved.

The Talara P&C made a record contribution of $28,800 to school programs, as well as meeting the repayments towards the loan for our new roof over the multipurpose courts. The committee is hoping to deliver new rubberised soft-fall to two playgrounds at a cost of $37,000, in 2018.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships, including implementing the Daniel Morcombe Curriculum, highlighting the critical skills of being able to recognise, react and report when they, or others, are unsafe. To promote safety we participated in or promoted 'walk safely to school day' and 'ride to school day'. At Talara we have a school Chaplain who is accessed by students and parents in a supporting role. The ‘High Five’ and ‘Safe Five’ are taught and used in all classes from Prep to Year 6.

Our school's core values are focused on 'care', with a very clear expectation of keeping hands and feet to oneself.

- Care for yourself
- Care for your Learning
- Care for others
- Care for your school

![Hands Against Bullying](image)

![Safe Five](image)
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.

<table>
<thead>
<tr>
<th>SCHOOL DISCIPLINARY ABSENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
</tr>
<tr>
<td>Short Suspensions – 1 to 10 days</td>
</tr>
<tr>
<td>Long Suspensions – 11 to 20 days</td>
</tr>
<tr>
<td>Exclusions</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
</tr>
</tbody>
</table>

Environmental Footprint

Reducing the school’s environmental footprint
The Talara Environmentally Friendly Kids (TEAK) Club had a busy year promoting environmentally sustainable practices across the college including undertaking an audit of the waste and recycling bins throughout the school with the support of the Sunshine Coast Council. Other activities included labelling the waste and recycling bins throughout the school, making a power point presentation on recycling to share with all classes and supporting World Environment Day and Clean Up Australia Day with a whole school competition and lunch time activities.

The TEAK club were also busy cleaning up and promoting the use of Talara’s Living Classroom at the back of the school. They planted over 50 native trees donated by the Coolum Nursery, made a native bee hive to be installed in the Living Classroom and had a Saturday Working Bee in conjunction with the Prep Working Bee to weed and remove rubbish from the area. Several members of the Currimundi Catchment Group attended the Working Bee and gave advice and help. A survey of teaching staff about the use of this area also gave the TEAK club direction with further improvements and additions.

The school’s ANZAC garden had a makeover with an ANZAC grevillea and several rosemary bushes and native rosemary shrubs planted by the TEAK kids.

The senior students attended the Sunshine Coast Council’s Kids in Action Conference with Day 1 at Coolum Beach and presented an interactive display at Day 2 at the Kawana Community Centre.

<table>
<thead>
<tr>
<th>ENVIRONMENTAL FOOTPRINT INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
</tr>
<tr>
<td>2014-2015</td>
</tr>
<tr>
<td>2015-2016</td>
</tr>
<tr>
<td>2016-2017</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.
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

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>80</td>
<td>48</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>68</td>
<td>30</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of qualification</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>63</td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
</tr>
</tbody>
</table>

*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 spent on teacher professional development in 2017 included: $102,000 for professional development within our specific focus areas, as well as a further $53,040 committed to the release of teachers in year level teams for planning sessions developing a deeper understanding of the Australian Curriculum.

Teachers are instrumental in improving student achievement. Helping our teachers to maintain quality classroom practice is critical. As a result, we 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 without a doubt 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 is able to remain innovative and responsive to the latest educational trends.

100% of teaching staff were involved in professional development activities during 2017.
Professional development priorities for 2017 were:

- School wide approach to teaching writing – with all teaching staff inserviced in the Seven Steps to writing approach
- Embed TPC teaching of Reading, Numeracy and Word Study through coaching and feedback observational profiles
- Differentiation using student data – Professional Development, Year Level Professional Learning Communities and Planning days (PDPD)
- Early Years inservice for the introduction of the Getting Reading Right phonics program and Multilit intervention program.
- Whole school eLearning week professional development program covering 12 different optional workshops with an additional Assistive technology focus
- Release teachers to support the development and implementation of Mathematics Learning goals

## Staff Attendance and Retention

### Staff attendance

<table>
<thead>
<tr>
<th>Description</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
</tr>
</tbody>
</table>

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

## Performance of Our Students

## Key Student Outcomes

### Student Attendance

The table below shows the attendance information for all students at this school:

<table>
<thead>
<tr>
<th>Description</th>
<th>2015</th>
<th>2016</th>
<th>2017</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>95%</td>
<td>94%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>92%</td>
<td>91%</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 student attendance rate in 2017 for all Queensland Primary schools was 93%.
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>2016</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>2017</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

*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:

How Non-attendance is Managed at Talara Primary College

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.

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 attending 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.

Students who present to school late must be accompanied by a parent or carer. If a child arrived alone, the administration officer enters the child as present, however unexplained. All unexplained absences are sent to parents via text at 10:30am using MGM.

Class teachers monitor student attendance to identify patterns of late arrival or unacceptable absence. The Deputy Principal will call these parents to discuss strategies the school can assist to ensure the child is at school on time, every day. All unexplained absences are followed up by the administration officer by way of a letter or phone call directly to the parent of the student.

Awesome Attender awards have been introduced to reward students who were in attendance, organised and on time every day of the week. These awards entitle the student to go into 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. Families who do not respond to this support are issued with letters and consequence actions in accordance with the legislation.
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

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.