



Talara Primary College

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



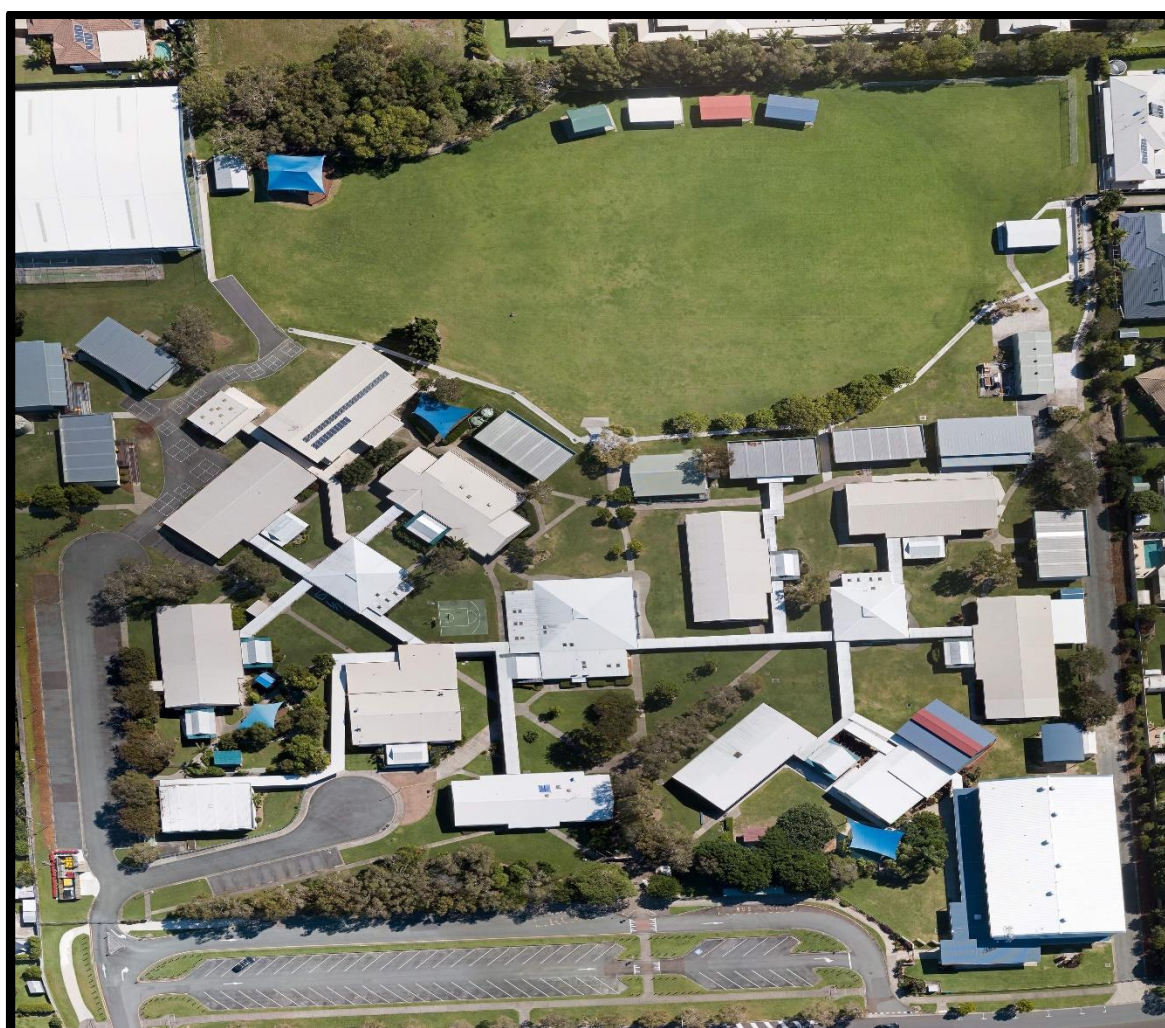
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Talara Primary College

‘Striving for the Ever Moving Target of Excellence’



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School Overview

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**'.



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From the Principal

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 our 2019 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.

2019 Highlights

Improve Every Student's Writing

Improving every student's writing has been the highlight of Talara Primary College In 2019! Our goal to inspire and celebrate authentic informative, persuasive and imaginative writing opportunities across the college has been achieved as writing continued to be prioritised at TPC. The Writing Key Deliverable this year has focused on enriching teachers' understanding of the productive elements of the Australian Curriculum achievement standards and ensuring a range and balance of assessment tools are utilised including diagnostic, formative and summative to support quality teaching and reporting.

The introduction of the Write-Up, a common school-wide formative writing assessment using a consistent marking guide, was pivotal to improving student writing in 2019. Teachers were released in year level teams each term for marking and collaboration to identify further teaching points. This provided a deeper understanding of the developmental components of sentence structure and text structure in particular - elements that were identified for focus following a thorough interrogation of NAPLAN data in 2017 and 2018. As part of this process, student generated learning goals have been formulated each term, aligned to writing improvement.



Implementing the specific elements of the TPC writing program has ensured embedded practice across the college. Teachers received feedback for the first time, through the development of a Writing Profile. Along with peer observations in the teaching and learning of writing, this has allowed for greater collaboration in the productive elements of the curriculum and assisted in allowing expert teachers to share their knowledge and skills. Another way our teachers have built professional understanding is through year level and cross-school moderation sessions and analysis of productive GTMJ's to inform teaching. The *Heads of Curriculum* coaching positions were 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. Following the success of our whole school writing focus in 2019, we will continue to embed these effective writing strategies in 2020 through the continuation of the Write-Up process and cross-school moderation. Ensuring a variety of processes are in place to maximize the number of students in the U2B of Year 3 and 5 will continue to be a focus in 2020.

Inclusivity

2019 was a year where the school's whole vision of 'Inclusive' practices was embedded. Talara's work in this area was highlighted with very clear, concise practices in ensuring every child has the best opportunity for success across the school. Our vision of "*We Welcome. We Embrace. We Include*" was the basis of deep rigorous conversations in and around the school. Talara's vision was aligned to Education Queensland's Inclusive Education Policy and processes developed with a strong case management focus. This provided opportunities to delve into the data from an inclusive perspective and to direct support to promote all students succeeding.

The deeper understanding of the 'You Can Do It' program was agreed upon by the staff as the student body was reflecting the need to better understand one's behaviour and improve student's emotional literacy. These skills and strategies assist to maintain high standards of behaviour across the College. This was to be a strong focus in the area of the Health Curriculum in 2020. Talara's community was introduced to Parent TV which supported parents in accessing support in specific areas of need. The TPC Wellbeing Framework was continually reviewed and improved upon to reflect the ongoing supports and opportunities available at Talara.

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 heavily embedded Inquiry Based teaching and learning to allow for different perspectives and growth mindsets to develop across the campus. Teachers developed understanding and consideration of the benefits of flexible learning spaces and consideration of the diverse needs of students in a safe and effective manner in and across school routines and environments.

Communication with our families, as always, was an important aspect in moving forward and lift the opportunity for regular feedback and conversation. All parents had access to teacher's emails and the ability to communicate through this avenue at any time.

Where possible, electronic copies of documentation were prioritised, to decrease Talara's environmental impact.

We Welcome. We Embrace. We Include. We are passionate about creating a sense of school connectedness and belonging by respecting and accepting others.

We believe that enthusiasm and innovation toward learning are the pinnacles of success in creating life long learners.

We recognise that our community comes from diverse social, cultural and family backgrounds and are of many identities and abilities.

We provide a consistent whole school approach to learning and wellbeing.

The students, staff, parents and carers of TPC are a community committed to inspiring children to become the greatest version of themselves.

Equity is who has the keys to the room. Diversity is who is in the room. Inclusion is who feels welcome in the room.



eLearning

There was much to celebrate in this area for 2019. The continuation 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.

Across 2019 the eLearning focus was:

- The continuation of an eLearning Mentor allowed for classroom coaching and focussed weekly online professional recorded '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.
- The development of teacher's capabilities to be confident in using assistive technologies that actively contribute to teachers differentiating curriculum and assessment.
- Digital Technology extra curricula opportunities (Junior, Senior & Advanced Robotics, Drone and Makers Clubs) for students were established and well attended before, during and after school.
- High reliability and access of technologies to improve teaching across the college, including resources to develop STEM and Digital Technologies Curriculum.
- 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 low on attendance and will be revised for 2020.
- Workshops were delivered to all Year 5 and 6 students by our Adopt a Cop and Central Office Cybersecurity and Reputation Management team on Cyberbullying and online safety.
- TPC continued to build our close eLearning and STEM partnership with local organisations such as CSIRO and the University of the Sunshine Coast.
- The college saw the refinement and increased use of The STEM Cell to increase access to equipment and a space to use robots & resources.
- Due to the overwhelming response to our Year 6 BYOx program in 2019, the 2020 expansion and inclusion of our Year 5 students into the program was endorsed by our Talara community.



With employment in STEM growing two times faster than non-STEM occupations, the continued importance of TPC delivering a strong message to all staff on preparing students for the world of tomorrow today continued to be a strong focus.

In 2020 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](#).



Engaging Integrated and Contextualised Units

During 2019, our Integrated and Contextualised units went through a great deal of trial and success. By Term 4, all year levels created an integrated and/or inquiry unit which saw our students engaged in locally relevant units of work, in which student voice was included in the planning process. Teachers expressed a greater ownership of their teaching and more student empowerment through integrated and inquiry units. Learning intentions were a large focus and students were provided with monitoring tasks and more than one opportunity to achieve success. This prioritised student feedback and also highlighted the importance of the End of Unit Reviews to improve units of work. Within this shift of planning, we successfully moved to the digital platform, OneNote, for our entire curriculum planning forum. This kept all of our planning documents, data and professional learning community in one place. It was another step up in professional learning for our teams, not only classroom teachers, but all invested stakeholders.

Our priority in professional learning supported teachers to gain knowledge on the pedagogy of Inquiry. Our priority was to provide a clear alignment to the Attributes of Life Long Learners and our 5e Pedagogical Framework, and as a result, the *Learner Centred Purposeful Instruction* poster was created for all staff. We ensured that Inquiry learning was a key focus to our professional planning days and a priority was acknowledging the cognitive verbs within the Australian Curriculum as skills we could focus on throughout inquiry.



Learner Centred Purposeful Instruction poster and a sample of planning based on the poster

Attributes For Life Long learners (split screen page 100)					
What do we want our students to be able to do/be? Page 102 and 99					
Verbs from Science Inquiry Skills Content Descriptors					
As Participants	As Creators	As Investigators	As Communicators	As Thinkers	As Reflectors
<ul style="list-style-type: none">• Negotiate• Collaborate• Encourage• Take turns• Respond• Explore• Discuss	<ul style="list-style-type: none">• Notice• Discover• Design	<ul style="list-style-type: none">• Plan• Research• Question• Sort• Resource• Opinion• Collect• Observe• Pose	<ul style="list-style-type: none">• Organise• Describe• Classify• Whole body listen• Engage• Contribute• Record	<ul style="list-style-type: none">• Wonder• Analyse• Explain• Question• Imagine• Connect• Predict• Infer	<ul style="list-style-type: none">• Self- Manage• Rethink• Conclude
Tuning In Baseline (Engage)			Potential experiences/contexts/actions to provide purpose and authenticity		
<ul style="list-style-type: none">• How can we assess students' prior knowledge and experiences?• How will we record the pre assessment?• What can we do to provoke interest/enthusiasm/curiosity/motivation?• How can we assist students to make 'conceptual connections' and see relationships to and links with their own lives?			<ul style="list-style-type: none">• Flat chat: When you see this image/word/object, what does it make you think about? What connections to your own life can you make? 4-5 A3 paper. Place picture/word/image in centre. Kids silently walk around the room and add words or pictures to show prior understandings.• See/think/wonder- Immersion dark room (IAC Media Room)• Wonderings: what do you wonder about light and sound? Create a wonder wall, jar, box, post it notes on butchers paper• 1st thinking (Part A - I used to think) to Check for prior knowledge and misconceptions		
Reviewing Tuning In (Engage) Data					
What did the tuning in tasks reveal to us about students' interests and needs?					

In 2020, our main focus is the pedagogy of Inquiry. We will continue the development and reflection on inquiry and engaging integrated and contextualised units with student voice. We will support an Inquiry mentor and Inquiry Learning Circles (PLCs) through observation, feedback, reflection and commitment to action.



Whole School Targets

Student Attendance

TARGET 94.5 %

Overall attendance of students fell slightly during 2019 to an average of 93.2%. Of particular concern is the increase in students with less than 85% attendance. There has been a steady increase of 3% per year since 2016 (15.4%) to in 2019 23.2 %.

Student Academic Achievement

TARGET 85% of students achieving C # or above in English

Across all year levels 88% students attained a C or above in English. All Year Levels except for Prep achieved this target, see table below.

	<i>English</i>		
Semester	2 2018	1 2019	2 2019
Prep #	83%	82.5%	84%
Year 1	82%	76.9%	85%
Year 2	86%	80.9%	85%
Year 3	87%	85.4%	86%
Year 4	89%	90.9%	93%
Year 5	90%	89.6%	92%
Year 6	91%	89.5%	92%

NAPLAN

- Target - National Mean Scale Score above National in writing and spelling
 - Result - Year 3 above / Year 5 at National
- Target - % of students achieving U2B above National in writing and spelling
 - Result - Year 3 achieved 5 % above Nation / Year 5 Writing 5% below Nation while Spelling 5% above.
- Target - Specific increase in student performance in sentence structure and text structure in writing
 - Result- Significant improvement evidenced through write up collaboration analysis.

Mean SS	Yr 3	Yr 5
Writing	415 (424)	480 (474)
Spelling	420 (423)	510 (500)
U2B	Yr 3	Yr 5
Writing	50 (54)	20 (11)
Spelling	50 (55)	35 (39)

(Green – above National, Blue – at National , Red – below National)



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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 Quadrennial School Review (2014 – 2018) and our commitment to striving for the ever-moving target for excellence, we set clear focus areas that will drive explicit improvement in identified areas.

What we will deliver 2019 - 2022

- ▶ 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
- ▶ All Australian Curriculum learning areas implemented through year level inquiry based contextualised units embedded developed with staff and student directed decision
- ▶ Enact the school's vision for inclusion and diversity that meet the needs of all students and families
- ▶ Embedded whole school agreed evidence based pedagogical practices in reading, numeracy, word study, writing, learning goals, feedback and 5Es
- ▶ STEM – to engage students in real world challenges through critical thinking, team work, co-design and innovation
- ▶ Continue to explore and embed digital practices to enhance student learning and outcomes
- ▶ Continue to enhance parent partnership in student learning through effective communication, particularly in relation to student progress and wellbeing.
- ▶ Using case management practices to analyse student data to reflect and inform teaching
- ▶ Improvement in student achievement in Year 3, 4 and 5 as evidenced through NAPLAN
- ▶ Address the decline in percentage of Year 5 students achieving in the Upper 2 Bands NAPLAN
- ▶ Further expand students' awareness and understanding of being a global citizen and their responsibilities within environmental priorities.
- ▶ Community connections, locally, nationally and globally, that contribute to improving student engagement and learning outcomes.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Early Childhood - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1119	1132	1124
Girls	521	519	530
Boys	598	613	594
Indigenous	49	51	54
Enrolment continuity (Feb. – Nov.)	97%	97%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	23	24	24
Year 4 – Year 6	25	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.



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Curriculum implementation

Our approach to 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

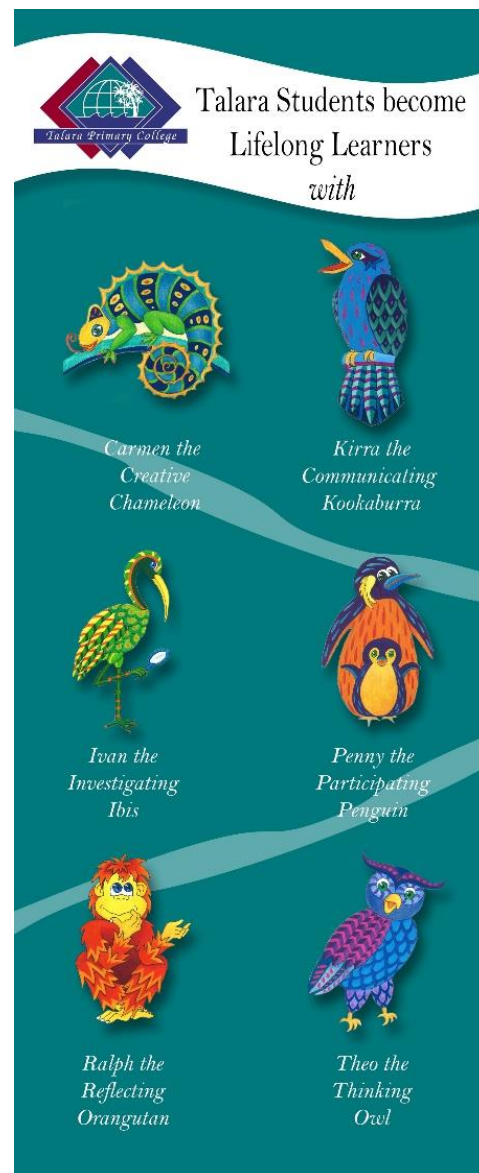
We have all students from Prep to Year 6 engaged in STEM units of work to upskill and challenge their thinking to prepare our students for the future. This process is led by our Heads of Curriculum, STEM Committee and eLearning Mentor who ensure that there are links from one year level to the next and 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 learning areas, integrating and contextualising learning. 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 support 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 of their units of work.

Co-curricular Activities

At Talara Primary College, we continue to encourage and foster a love of learning through providing extensive opportunities for our students to shine in co-curricular activities.

Our 2019 opportunities included:

- STEM Club, Tournament of the Minds, Sunshine Coast Maths Challenge Day, ICAS Maths, English and Languages Academic Competitions, iConnect and Enrichment Booster and 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.



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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 four 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 STEM committee and eLearning Mentor continued to establish 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 and the Education QLD Cybersafety Reputation Management Team held important information sessions for our parents and staff around Cybersafety. Students were engaged in Cybersafety 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 and Interactive Panels. 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. OneDrive and OneNote were introduced to Staff and the first 12 months of BYOx for our Year 6 cohort was a resounding success. As a result of this success Year 5 BYOx was endorsed by our school community with a roll out in 2020.

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 1,132 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.

Programs implemented to promote positive relationships have had many highlights in 2019, including:

- Drama presentation
- *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*
- *Chaplaincy: DRUMBEAT Program*
- *Talara's Integrated Play Support (T.I.P.S.)*



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
- recognising the importance of engaging the whole person as a Key Deliverable

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	97%	99%	95%
• this is a good school (S2035)	97%	98%	96%
• their child likes being at this school* (S2001)	95%	99%	96%
• their child feels safe at this school* (S2002)	97%	99%	98%
• their child's learning needs are being met at this school* (S2003)	94%	95%	92%
• their child is making good progress at this school* (S2004)	94%	98%	93%
• teachers at this school expect their child to do his or her best* (S2005)	98%	99%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%	93%
• teachers at this school motivate their child to learn* (S2007)	94%	99%	95%
• teachers at this school treat students fairly* (S2008)	91%	96%	91%
• they can talk to their child's teachers about their concerns* (S2009)	97%	97%	91%
• this school works with them to support their child's learning* (S2010)	93%	95%	93%
• this school takes parents' opinions seriously* (S2011)	92%	96%	91%
• student behaviour is well managed at this school* (S2012)	97%	98%	95%
• this school looks for ways to improve* (S2013)	98%	98%	94%
• this school is well maintained* (S2014)	98%	99%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	99%	100%	99%
• they like being at their school* (S2036)	100%	97%	98%
• they feel safe at their school* (S2037)	99%	99%	98%
• their teachers motivate them to learn* (S2038)	100%	99%	97%
• their teachers expect them to do their best* (S2039)	98%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	97%
• teachers treat students fairly at their school* (S2041)	98%	97%	95%
• they can talk to their teachers about their concerns* (S2042)	97%	97%	96%
• their school takes students' opinions seriously* (S2043)	98%	97%	100%
• student behaviour is well managed at their school* (S2044)	97%	99%	97%
• their school looks for ways to improve* (S2045)	99%	99%	99%
• their school is well maintained* (S2046)	99%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	98%	100%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	98%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	96%	94%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	91%	97%
• students are encouraged to do their best at their school (S2072)	99%	99%	100%
• students are treated fairly at their school (S2073)	99%	99%	100%
• student behaviour is well managed at their school (S2074)	99%	99%	100%
• staff are well supported at their school (S2075)	92%	98%	99%
• their school takes staff opinions seriously (S2076)	87%	94%	91%
• their school looks for ways to improve (S2077)	98%	98%	97%
• their school is well maintained (S2078)	100%	100%	99%
• their school gives them opportunities to do interesting things (S2079)	95%	99%	97%

* 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

In 2019, the Talara P&C Association held a number of successful fundraising and community events, including our very first, very exciting and very successful Colour Explosion Event that raised a whopping \$30,000 and kicked off the year with such a buzz. We also held our infamous Talara Trivia Night plus Mothers' Day, Fathers' Day and Christmas stalls and Election BBQ, Bake and Rake stall. We also launched our Container Refund Scheme - with our incredible band of TPC Bin Chicken Volunteers conducting weekly collections and attending large events to not only raise much needed funds for our school but also contributing positively to our environment with 75,000 containers being correctly recycled just through our community!



We also hosted our end of year Christmas Celebration as a free community event held on the oval with a giant snow globe and outdoor movie, as well as supported the school for performance night and the Parent Partnership evening.

The Talara P&C raised over \$88,000 for the whole of 2019 on a non-fete year!!! This outstanding result allowed the P&C to contribute approximately \$15,000 to school programs such as ICT, Student Welfare, STEM, curriculum, as well as meeting the loan repayments for the roof over the multipurpose courts and leaving a surplus to carry over towards the 2020 Annual Budget and our Major Project of Air Conditioning the school!

In 2019 the P&C committee starting working on making some improvements and changes to our beloved Tuckshop and Uniform Shop, and would gratefully like to thank the volunteers and staff that stepped up to help throughout 2019.



The P&C has also continued to work with our local and state members and achieved an incredible result in having our Stop Drop Go zone upgraded by Sunshine Coast Council improving the safety of all of our students at drop off and pick up times.

Each year we are blown away by the support of local business, the school community including the staff and teachers, as well as the incredible army of volunteers that go above and beyond to ensure the best outcomes for our school!

Respectful relationships education 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



School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	13	20	17
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	238,088	252,050	220,727
Water (kL)	1,594	1,223	460

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	<input type="button" value="Q"/>
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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	79	48	<5
Full-time equivalents	69	31	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	92%	90%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep	95%	94%	93%
Year 1	95%	94%	93%
Year 2	94%	95%	93%
Year 3	95%	94%	94%
Year 4	95%	94%	93%
Year 5	94%	95%	93%
Year 6	94%	92%	93%

Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

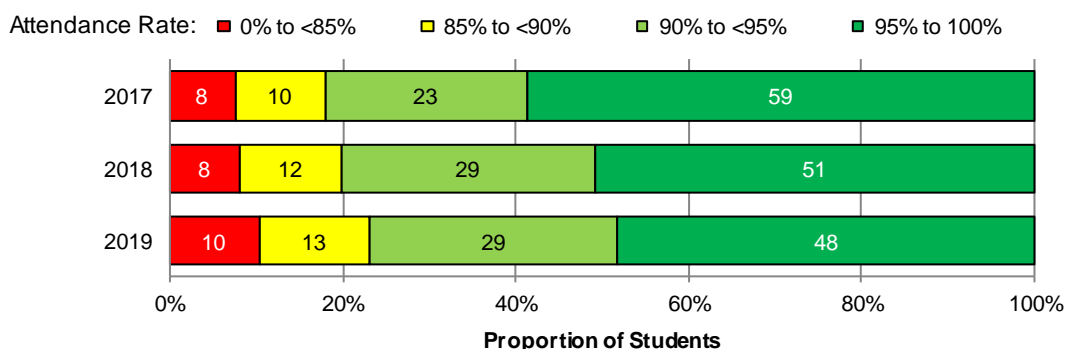
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



Queensland
Government

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.