

# Theebine State School

## Queensland State School Reporting

### 2013 School Annual Report



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## Principal's foreword

### Introduction

It is with great pleasure that we present this document, our School Annual Report for 2013. It broadly outlines our actions during the past 12 months and the outcomes we have been able to deliver for our students on behalf of our school community.

### School progress towards its goals in 2013

The key priorities for 2013 included:

- Getting Ready For Secondary School – working with the Gympie State Schools Alliance to begin supporting our 2014 Year 6,7 students in their transition of high school in 2015.
- Develop and implement the DETE Parent and Community Engagement Strategy
- Continue the implementation of the Australian Curriculum in the areas of English, Mathematics, Science and History and begin planning on the implementation of the learning area of Geography – Australian Curriculum learning areas are now fully implemented in classrooms.
- Implement a whole school framework for the teaching of reading – under continual development this document outlines the expectations of teaching reading at Theebine State School. Our approach is informed by aspects of First Steps in Reading, Sheena Cameron Comprehension Strategies and the CARS and STARS program.
- Introduce targeted strategies to maintain and increase student numbers in the NAPLAN upper two bands from Years 3 through to Year 7
- Develop and enact a pedagogical framework based on the Art and Science of Teaching or other approved framework – the long term adoption of this pedagogical framework is continuing to be implemented. 2013 saw the focus on understanding and implementing Design Questions 1 (What will I do to establish and communicate learning goals, track student progress and celebrate success) and 6 (What will I do to establish and maintain classroom rules and procedures).

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### Future outlook

Goals that are being progressed in 2014 include:

#### Curriculum Priorities

- **ACARA:** Trial Geography using the C2C resources in Term 2 and familiarise staff with the curriculum area “The Arts” using the C2C resources during Term 4.
- **Literacy:** continuing to embed the shared understanding and pedagogical practice of the 5 reading procedures; establishing a core improvement focus on improving vocabulary knowledge, identifying literal information and making inferences.
- **Numeracy:** continuing to embed numeracy rich routines; establishing a core improvement focus on improving students’ knowledge and understanding of Number and Place Value, Fractions and Decimals and Using Units of Measurement.

#### Pedagogical Framework

- Investigate and begin to implement Design Questions 2 (What will I do to help students effectively interact with new knowledge?) and 5 (What will I do to engage students?) of the ASOT framework

#### Flying Start Initiative

- Liaise with feeder Secondary Schools through the Gympie State Schools Alliance.
- Provide opportunities for Year 6,7 students to engage with other students in neighbouring small schools.

#### Parent and Community Engagement Strategy

- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement.
- Use multiple communication channels to communicate with parents.
- Provide programs and opportunities for parents to build their capacity to support their child’s learning.
- Actively seek and develop a wide range of community partnerships.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school: 13

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	10	3	7	91%
2012	18	8	10	95%
2013	13	7	6	73%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

Our student body is drawn from a semi-rural area and consists of students drawn from a wide radius from the actual township of Theebine. Most families travel past other closer schools to enjoy the unique offerings that Theebine provides. Our family base consists predominantly of traditional family units.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	11	15	4
Year 4 – Year 7 Primary			9
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

Our distinctive curriculum offerings

Theebine State School offers its students:

- **Highly differentiated learning environments** – the multi-age structure offers multiple opportunities for students to engage with curriculum concepts at, below and above their year level expectations. This enables students to engage with concepts aimed at their developmental needs and provides remedial and extension opportunities where needed.
- **Science, Technology, Engineering and Mathematics (STEM) focus** – a particular focus is given to STEM concepts as a way of ensuring students gain the necessary skills to be creators of knowledge and products.
- **Whole School German Program** – students from P-7 engage in German lessons as a way of developing language skills that will enable them to communicate with others and develop understandings of other cultures.
- **Literacy and Numeracy excellence** – as these two areas are foundations in all learning areas and life skills students are continually monitored and tracked in their progress. The data gained enables the teaching staff to adapt teaching programs to ensure students reach their full potential in these areas.

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Extra curricula activities

- Weekly guitar (Yr 1-7) and piano (Yr 3-7) tuition.
- Swimming lessons in Terms 1 and 4.
- Smart Steps: Jobs to Go program
- Science, Engineering and Technology Expo
- MIVA ANZAC Service
- Under 8's Day
- Collaborative projects and social experiences with surrounding small schools

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How Information and Communication Technologies are used to assist learning

Theebine State School has an abundance of ICT resources and students have easy access to a range of digital tools. ICT is used in a variety of student centered ways at Theebine State School. Students are given many opportunities to use ICT as learning tools in order to enhance learning outcomes. For example:

- Interacting with digital content in order to reinforce mathematical and literacy concepts using the Mahletics and Reading Eggs platforms.
- Using the digital modelling software SketchUp to design students' 'dream house'.
- Engaging in computer programming concepts through using Scratch to create a profile of what the student likes to do.
- Early years students programming Bee Bots to facilitate their knowledge of location and direction concepts.
- Accessing Learning Objects and virtual environments through the Learning Place.
- Publishing work using the Microsoft Office suite.

## Our school at a glance

- Using Lego robotics systems.

### Social climate

Theebine is a small semi-rural township situated on the western side of the Glenwood range just 35km North of Gympie and 65 km South of Maryborough. As one of four primary schools located within a 20km radius, our pupil base is drawn from a number of catchment areas. Our parent base is derived from a variety of backgrounds and includes traditional family units. Parental occupations are varied as well and range from the unemployed, to trades people, to small business owners, to dairy farmers and fruit/hobby farmers. Through the utilisation of effective classroom planning and behaviour and discipline programs, Theebine State School aims to provide a safe, welcoming and secure environment in which students feel comfortable to express themselves both socially and academically. We encourage responsible behaviour within all aspects of the school environment and utilise proactive strategies, including pre-determined consequences through the Responsible School Behaviour Plan, to eliminate the majority of negative behaviours from our school. Theebine State School actively cultivates a family-based atmosphere.

## Parent, student and staff satisfaction with the school

Theebine State School continues to enjoy a high percentage of satisfaction from staff, parents and students. It should be noted that the 2013 data relied on a very small sample population which can account for the large variance in percentages in some areas. The student opinion data did highlight areas of student concern that can be attributed to specific events occurring at school when this data was obtained and is not representative of student opinions throughout the entire year.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	86%
their child likes being at this school* (S2001)	100%	86%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	86%
this school looks for ways to improve* (S2013)	100%	86%
this school is well maintained* (S2014)	100%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	100%	33%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	67%
they can talk to their teachers about their concerns* (S2042)	100%	33%
their school takes students' opinions seriously* (S2043)	100%	67%

# Our school at a glance

student behaviour is well managed at their school* (S2044)	100%	0%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

## Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Theebine State School values both parents and the wider community and this is reflected in the high level of parental and community involvement with more than 90% of the parent body actively involved with the school. At Theebine State School we aim to involve parents and the wider community in all aspects of school life. Parents are actively encouraged to provide input into all school planning. This includes aspects such as curriculum offerings, school camp options, school improvement projects, extra curricula offerings and distinctive school policies such as the Responsible School Behaviour Plan and other vital planning documentation. We actively encourage parents to be a part of their child's learning and provide regular opportunities for parents to assist within the school environment. We regularly encourage parents to assist in the classroom, assist with teaching instruction in their particular area of expertise, and to accompany us on school based excursions.

## Reducing the school's environmental footprint

At the end of 2012 Theebine State School had a solar system and water tanks installed as part of the Solar School's project. 2013 saw the school decreasing its electricity consumption through the use of solar energy and the installation of energy efficient fans in some classrooms. The school has the capacity to store 120,000L of rain water in its tanks.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	14,473	0
2011-2012	18,527	0
2012-2013	13,551	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

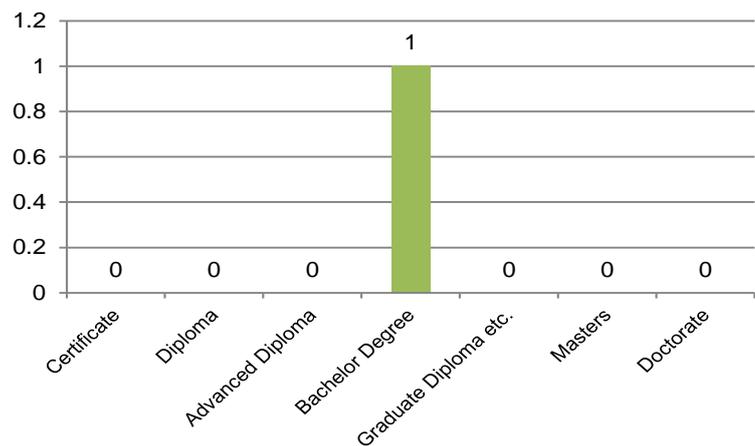
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	1	3	0
Full-time equivalents	1	1	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.	0
Masters	0
Doctorate	0
<b>Total</b>	<b>1</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 1,815

The major professional development initiatives are as follows:

- Sheena Cameron Reading Comprehension Strategies workshop
- Small Schools Principal Best Practice Network meetings
- Regional Principal meetings

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

# Our staff profile

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	99%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	98%	91%	88%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

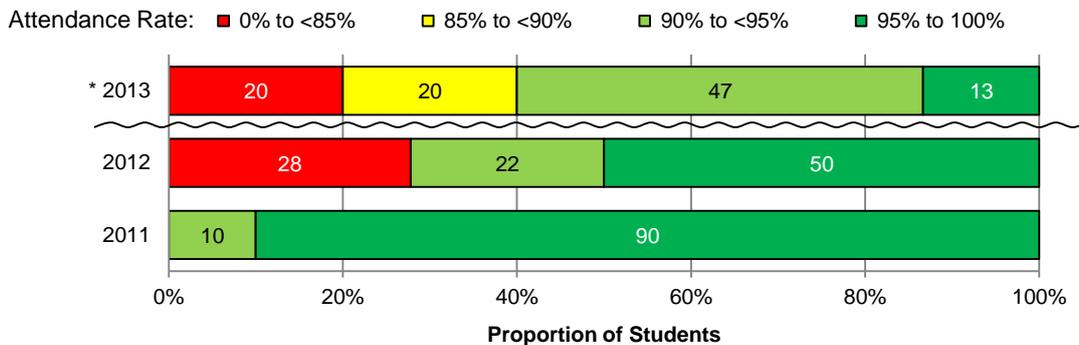
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	DW	99%	99%		96%							
2012	DW	93%	93%	94%		82%						
2013	DW		DW	DW	DW		DW					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student Roles are marked twice daily; at the commencement of class at 8:30 and again at the resumption of school after the major lunch break at 1:00. Students are marked as being present for either a full or half day. In the event of regular or unexplained absences contact is made with the parents to ascertain the reasons for student absence. Parents are contacted after two consecutive days absence to provide details on their child's absence.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Theebine State School strives to provide the best possible educational outcomes for all of our students. Data and information is withheld in this section due privacy requirements.