



Theebine State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

At Theebine State School our committed team of teachers, specialists and teacher aides aim to provide the best possible education for every student by combining the individual needs of all students with a whole school focus on the essential areas of mathematics, literacy and technology.

By focusing on these key areas and utilising our highly-skilled specialist and support staff, we are able to provide individually tailored programs that best suit the needs of each child. At Theebine State School we realise that what happens outside the classroom is just as important as what happens inside. We are on a quest, to attain high standards knowing that Every Day Counts, we show respect by being at school every day possible

Our year is packed full of special events, to make learning fun and engaging and we liaise with other small schools for curriculum planning, assessment moderation, Science and Technology days and Sporting events. Our school is well resourced and has facilities and equipment to keep all students interested and challenged, including iPads, laptops and Lego Robotics.

We are lucky to be surrounded by wide open spaces and rolling hills and everyone takes pride in the presentation of our grounds and class rooms. Our students share responsibility for their learning by setting goals and knowing that learning is a window to the world. Parents are supporters of all the school embodies to give their children every possible chance to be successful and happy.

## Principal's Foreword

### Introduction

It is with great pleasure that we present our School Annual Report for 2017. It broadly outlines our actions during the past 12 months and the outcomes we have delivered for our students on behalf of our school community and to provide the necessary contextual information to provide informed judgements about school and student progress.

We efficiently use resources in accordance with our Explicit Improvement Agenda and establish positive relationships with every student to provide them an individual approach to their learning. All skills and concepts are explicitly taught to our students and we use data and research to inform and improve our practice.

We are proud of the partnership which exists between our school, our students, our parents and the local community.

**OUR MOTTO:** We Live to Learn

**OUR CORE VALUES:** Be Safe Be Respectful Be A Learner



## School Progress towards its goals in 2017

Theebine State School improvement agenda priorities in 2017 were-

### **Improvement priority: Numeracy**

<b>Strategy</b>	<b>Target audience</b>	<b>Progress</b>
Promote awareness and understanding of the Numeracy strategy to all stakeholders through communication channels – school newsletter, website, celebratory letters and invitations, parades, Facebook	100% of parents aware of Numeracy A-E Improvement Plan	Ongoing ✓
Collaborate with local school clusters to share practice and promote learning	Attendance at cluster PD opportunities	✓ Ongoing
Develop and lead an explicit improvement agenda focussed on mathematics	EIP 2017 A-E Improvement	✓

### **Improvement priority: Reading & Literacy**

<b>Strategy</b>	<b>Target audience</b>	<b>Progress</b>
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice reading pedagogy (SR)	Attend HOD Sessions	Ongoing
Continue Development of Small School Cluster pre/post moderation and support (Gunalda/Theebine/Gundiah/Woolooga)	Meeting Twice Per Term	Ongoing
Use I4S funding to support Reading e.g. DRR; Reading Link; Teacher aide support; Teacher planning; Resource purchase	Support DRR with TA Resource	Funds spent
Analyse and share collated school data-sets (reading data , NAPLAN, Diagnostic assessment)	Analysed Term 1	Term 1 onwards
Audit current reading pedagogy and framework	Have Framework documented	Semester 1
Promote awareness of the reading improvement agenda & strategies to the broader school community	Newsletter Section & Information sessions	Term 1 & Ongoing

### **Future Outlook**

In 2018, our Explicit Improvement Agenda is narrow and focussed to reading. We are addressing this need through the allocation of funding for an extra teacher and teacher aide to focus solely on improving the reading outcomes for our students. Every student at Theebine participates in Rapid Reading, high frequency words, phonemic awareness program, daily reading to adults, Speech and Language program and Oracy language development program. Our classroom is rich in environmental print and students engage in Modelled, Guided and Shared Reading every week. We promote the importance of reading success to our students and parents and include reading in all areas of the curriculum.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	5	1	4		63%
2016	11	6	5	1	100%
2017	14	7	7	2	60%

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

Theebine State School has a changing and diverse population with a mixture of students relocating from Brisbane and from other country areas.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	5	2	15
Year 4 – Year 6		1	
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- **Explicit Instruction**
- **Engage in Gympie Regional Mathematics Alliance group to deliver quality assessment and problem solving activities**
- **High expectations**
- **Individualised curriculum to cater for every student**
- **Moderation within and outside our WTGG cluster to maintain consistency and accuracy in assessment practices**

## Co-curricular Activities

- Small Schools Cross Country and Athletics
- Qld Police Pipes and Drums
- T20 Cricket
- Swimming Instruction
- Science and Technology cluster events

## How Information and Communication Technologies are used to Assist Learning

Students at Theebine enjoy the opportunity to engage and learn Technology. They have access to ipads and laptops as well as coding opportunities using Bee Bots, Lego Mind Storm and We Do2.

## Social Climate

### Overview

Theebine State School is proud to provide a warm, supportive and nurturing environment where all students are given the best opportunity to reach their potential. The school has a wonderful feel that makes all students, parents and visitors feel welcome. The school is supported by the P&C and community. We promote a positive mind set and encourage all students to be respectful, safe and active learners.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	DW	100%	DW
this is a good school (S2035)	DW	100%	DW
their child likes being at this school* (S2001)	DW	100%	DW
their child feels safe at this school* (S2002)	DW	100%	DW
their child's learning needs are being met at this school* (S2003)	DW	100%	DW
their child is making good progress at this school* (S2004)	DW	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	DW	75%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	DW
teachers at this school motivate their child to learn* (S2007)	DW	100%	DW
teachers at this school treat students fairly* (S2008)	DW	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	DW
this school works with them to support their child's learning* (S2010)	DW	100%	DW
this school takes parents' opinions seriously* (S2011)	DW	100%	DW
student behaviour is well managed at this school* (S2012)	DW	100%	DW
this school looks for ways to improve* (S2013)	DW	100%	DW
this school is well maintained* (S2014)	DW	100%	DW

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	75%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	75%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	83%
they feel that their school is a safe place in which to work (S2070)	100%	100%	80%
they receive useful feedback about their work at their school (S2071)	100%	100%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	80%
students are treated fairly at their school (S2073)	100%	100%	80%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	67%
their school takes staff opinions seriously (S2076)	100%	100%	80%
their school looks for ways to improve (S2077)	100%	100%	83%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	86%	100%	83%

\* 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

Theebine State School regards parents as partners in their child's education. The P&C endorses homework and parents are encouraged to ensure home reading forms part of the family nightly routine. We believe success should be encouraged and provide students with a feeling of achievement. This desire to be successful is intrinsically motivated and awards are limited to stickers and a student of the term.

The school community is engaged with Science Days, Kops in Kilts, Athletics Days, and other fundraising and celebratory events. In a small school like Theebine, parents and teachers talk daily and information is shared. Consultation is ongoing and marked officially with report cards at the end of Term 2 and Term 4. Learning goals are set every term to assist students to make the improvements they need to achieve success.

Consultation processes regarding all adjustments to assist students with diverse needs to access and participate fully at school are ongoing. Parents are invited to participate in Individual Behaviour Management Plans and Individual Curriculum Plans. Many expert staff are engaged to ensure all students have the best possible chance to succeed.

### Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. To improve resilience and confidence students are encouraged to resolve problems through calm and respectful discussion. Students participate in the Daniel Morcombe Foundation Program to learn about personal safety.

Parents are encouraged to discuss personal matters in the correct forum by making an appointment with the Principal. A respectful approach with an open mind to problem solving is always welcomed.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships using the You Can Do It, Bounce Back and Fill a Bucket programs.

### 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.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	2	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

We are always looking to reduce our carbon footprint with economical use of electricity and water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	4,436	
2015-2016	2,015	
2016-2017	8,191	

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

GO

Sector:

Government

Non-government

SEARCH

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

The proportion of the teaching staff involved in professional development activities during 2016 was 60%.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time Equivalent	1	2	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

\*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 expended on teacher professional development in 2017 were \$4000

The major professional development initiatives are as follows: Curriculum and Teaching Development and First Aid

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	96%

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

From the end of the previous school year, 19% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	91%

\*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%.

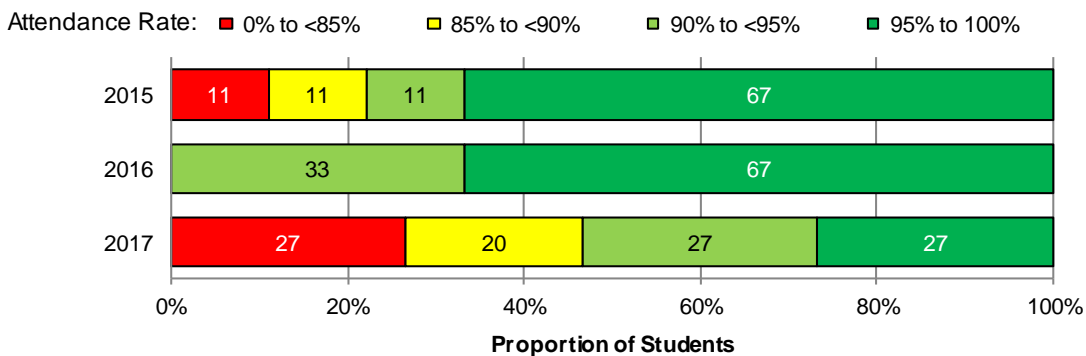
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015		95%	DW	94%	DW		DW						
2016		DW	95%		95%								
2017	83%	DW	90%	92%		91%							

\*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:



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

Non-attendance is managed in state schools in line with the 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.

Our school rolls are marked daily. If a student does not arrive at school by 9.30 am contact via SMS or telephone is made and the reason for the student absence is recorded. Every Day Counts. Non-Attendance is managed in accordance with current procedures and will involve phone and SMS contact as well as meetings and formal letters.

## NAPLAN

As our student body is minimal NAPLAN results may not be available due to privacy concerns.

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

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Sector:

Government

Non-government

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.