



Theebine State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Theebine State School is now 128 years old and our school is steeped in tradition and values. Situated just off the Bruce highway, 7 km past Gunalda, in a rural setting, once famous for milk supply to the State of Queensland, we aim to build students strong in academics, valuable citizens of our community and knowing that learning in life long. We are fortunate to be the centre of the community, enjoying wonderful country folk and past pupils, who support all the school embodies in traditional values of honesty, integrity and good manners. We strive to be *The Best We Can Be* in both education and as up and coming citizens of our community and Country.

We are on a quest, to attain the highest standards in the North Coast Region priorities of Mathematics and Reading. Knowing that Every Day Counts, we show respect by being at school every day possible. 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. Our year is packed full of adventures, excursions, visits, and our own special events, to make learning fun and engaging.

Theebine State School has mountains of facilities and equipment to keep all students interested and challenged, including iPads, laptops and Lego Robotics. We join other small schools in our areas for Science Days and Sport. Enjoying growing and cooking healthy food in our permaculture garden, we learn about physical sciences, biology and write and record our garden's growth.

Theebine State School students share responsibility for their learning by following goals and knowing that learning is a window to the world. Parents are active supporters of all the school embodies to give their children every possible chance to be successful and happy. Theebine State School is an integral part of the community. **We Live to Learn.**

## Principals Foreword

### Introduction

It is with great pleasure that we present this document, our School Annual Report for 2016. 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.

As "**We Live to Learn**" we focus on: Be safe, Be responsible, Be a learner, in our quest to be "**The Best We Can Be.**"

We efficiently use resources and establish positive relationships with the community to enable the best opportunities for our students. All skills are explicitly taught and we use data to inform our practice.

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

The purpose of this report is to outline the school's achievements, and to provide the necessary contextual information to provide informed judgements about school and student progress.

As a community we are on a quest from **Good to Great!**

## School Progress towards its goals in 2016

Strategy	Target Audience	Progress
<p><i>Develop and implement the DETE Parent and Community Engagement Strategy</i></p>	<p><i>Continuing emphasis in 2016 with focus on culminating presentations at the end of each term. Term 1- "Everything Turtle and Tortoise" Term 2 – "Build a Bridge"</i></p>	<p><i>Completed 2017 – special guests for persuasive arguments; Theebine must have a playground."</i></p>
<p><i>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.</i></p>	<p><i>Geography and History both completed in Term 1 and 2 of 2016 North Coast Region Benchmarks continue to guide School Based Assessment tools and Year Level Expectations</i></p>	<p><i>Movement to HAAS (Humanities and Social Sciences) for 2018  PD to be completed by staff</i></p>
<p><i>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 and Sheena Cameron Comprehension Strategies and the CARS and STARS program.</i></p>	<p><i>Resources and teacher professional development completed. 5 reading procedures and 5 aspects of reading implemented</i></p> <p><i>Professional development for incumbent Teaching Principal in Sheena Cameron Reading Strategies – Term 2, 2016</i></p> <p><i>Smalls Schools Reading Program – continues to be developed as a collaborative task with Gundiah and Gunalda SS.</i></p> <p><i>Comprehension focus has moved to Reading Conventions – Australian Curriculum focus.</i></p>	<p><i>More staff to access Sheena Cameron PD</i></p> <p><i>Completed</i></p> <p><i>Completed and ongoing</i></p> <p><i>Enacted and on-going</i></p>
<p><i>Introduce targeted strategies to maintain and increase student numbers in the NAPLAN upper two bands from Years 3 through to Year 7</i></p>	<p><i>Diagnostic testing directed differentiated targeting of strengths and weaknesses – Targeted I for S funding to teaching rotations of Rapid Reading, PAT test deficiencies and Number facts through employment of a Teacher for 3 hours x 1 a week.</i></p> <p><i>North Coast Region Mathematics Diagnostics implemented each term</i></p> <p><i>North Coast vignettes support teacher focus each term</i></p>	<p><i>Differentiation enacted and ongoing for specific students</i></p> <p><i>Enacted and ongoing</i></p> <p><i>Mathematic Cluster Days PD - attended</i></p>
<p><i>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).</i></p>	<p><i>ASOT continues to be enacted. Design questions 1 and 6 enacted.</i></p>	<p><i>Enacted and ongoing</i></p>

## Future Outlook

### **Our 2017 Explicit School Improvement Agenda: Reading, Numeracy, Attendance & Improving A-E results**

#### **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
Provide opportunity for parents to engage with mathematics pedagogy	Classroom Information Sessions P&C Meetings	Ongoing
Develop and lead an explicit improvement agenda focussed on mathematics	EIP 2017 A-E Improvement	Term 1

#### **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 ( <b>Gunalda/Theebine/Gundiah/Woolooga</b> )	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

# 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 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	12	6	6	3	82%
<b>2015*</b>	5	1	4		63%
<b>2016</b>	11	6	5	1	100%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

The MySchool website indicates Theebine State School has a rich and diverse population and students come from a range of socio-economic backgrounds.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	7	5	2
Year 4 – Year 7	2	5	11
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- High interest activities to promote C2C
- Engagement of the community to provide support for school programs
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## Co-curricular Activities

- Small Schools Cross Country
- Gympie Heritage Art Competition
- Theebine and Districts Athletics
- Swimming
- Piano
- Guitar
- U8's Day
- Science Days with WTGG cluster schools.
- QLD Police Pipes and Drums

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

Theebine has a focus on Information Communication and Technology making sure it is integrated into all Key Learning. Correct keyboarding skills is expected. iPhone, iPad, and Laptop competence is developed in and outside the classroom. Reading Eggs and Mathletics are used to cement understanding of concepts.

## Social Climate

### Overview

Theebine State School is very proud of the fact that it provides a warm, supportive 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 enjoys wonderful support from its P&C and community, and support the school in and outside the classroom. Theebine realises the "experts" in our community and encourages the dissemination of expertise.

The dynamic, flexible curriculum provides enriching and challenging activities designed to encourage thinking skills, independent learning and the development of talents. The children are encouraged to develop tolerance of others, especially younger children, and to make allowances for their varying abilities and interests.

The multi-age classroom allows for opportunities to extend those with more advanced skills and provide additional support for those who may require more time to consolidate conceptual understanding.

### Parent, Student and Staff Satisfaction

High percentage of population supportive in 2016.

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school* (S2001)	100%	DW	100%
their child feels safe at this school* (S2002)	100%	DW	100%
their child's learning needs are being met at this school* (S2003)	100%	DW	100%
their child is making good progress at this school* (S2004)	100%	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	75%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
teachers at this school treat students fairly* (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
this school works with them to support their child's learning* (S2010)	100%	DW	100%
this school takes parents' opinions seriously* (S2011)	100%	DW	100%
student behaviour is well managed at this school* (S2012)	100%	DW	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school looks for ways to improve* (S2013)	100%	DW	100%
this school is well maintained* (S2014)	100%	DW	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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%	100%
their school takes students' opinions seriously* (S2043)	DW	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
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# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	86%	100%

\* 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 assist with Magic Words and reading. Successes are celebrated each week at parade and include certificates for Homework Champions, Spelling Champions and Student of the Week.

The school community is engaged with Science Days, Mother's Day and Father's Day celebrations, Athletics Days, working bees and annual fundraising events, Trivia Night and Melbourne Cup.

In a small school like Theebine, parents and teachers talk daily and information is shared. Consultation is ongoing and marked officially with parent/teacher/student interviews in Term 1 and Term 3 where goal setting is discussed for Term 2 and Term 4. Semester report cards are distributed at the end of Term 2 and the end of Term 4.

Consultation processes regarding the adjustments made 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 or programs that focus on appropriate, respectful and healthy relationships. Students are encouraged to use the Theebine Hi Five to avoid and solve problems. Each morning the school goals are discussed. 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.

### 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	0	2
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The permaculture garden is a catalyst for sustainable living. Reduce, re-use and recycle is our mantra as we reduce our carbon footprint with nude food, composting and planting, harvesting and sharing our garden with the community.

We use our water wisely by being "Water misers". We clean our solar panels regularly to enhance our solar capture.

Theebine State School does not use 'text books'.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	9,659	0
2014-2015	4,436	
2015-2016	2,015	

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

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	2	0
Full-time Equivalent	1	1	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.**	1
Bachelor degree	1

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	2
Certificate	3

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were **3,877.55**

The major professional development initiatives are as follows:

Sheena Cameron Comprehension Strategies

Mental Health Training

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	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 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	DW	DW

\*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 2016 for all Queensland Primary schools was 93%.

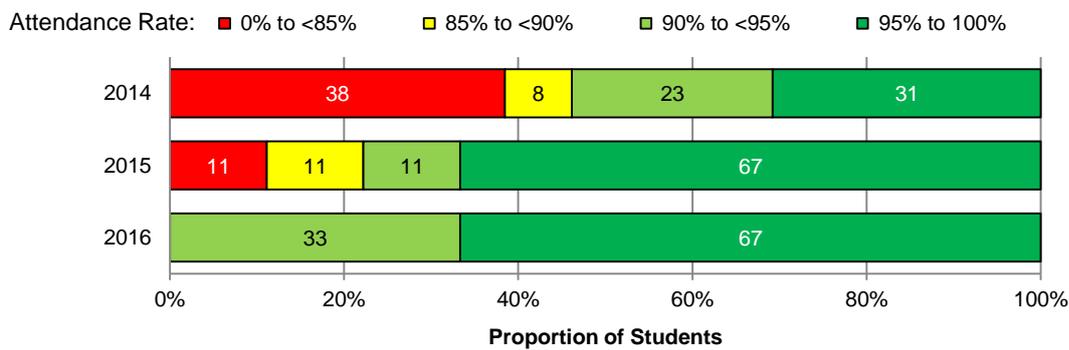
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	DW	96%		DW	96%	80%						
2015		95%	DW	94%	DW		DW						
2016		DW	95%		95%								

\*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 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.

Theebine State School parents are respectful of the commitment by staff in all matters relating to student education and ensure every child attends school regularly. Unauthorised absences are recorded as such. If an absence is foreseen, parents respectfully advise staff.

School rolls are marked by 9 am each morning. Any arrivals after 8 am are signed in by the parent in the Late Arrivals - Early Departure folder.

An unexplained absence is checked with a text message by 9am.

## 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.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.