Theebine State School
Queensland State School Reporting
2015 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 2015. 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."* This allows our school to be a pleasant place to learn and provide an atmosphere for each child to take on the responsibility of being a productive learner.

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. Our dedicated staff include a fully qualified teacher and teacher aide, part-time Administration Officer, visiting Departmental support staff and we have a visiting piano teacher. German as our Language Other Than English, and taught once a week to all students.

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 2015

Priorities	Progress
Getting Ready For Secondary School – working with the Gympie State Schools Alliance to begin supporting our 2015 Year 6 students in their transition of high school in 2015.	*1 x Year 6 students participated in the Transition Program at James Nash State High School.* *Principal prepared documents and liaised with James Nash Staff to support a successful transition.*
Develop and implement the DETE Parent and Community Engagement Strategy	*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"*
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.	*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*
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.	*Resources and teacher professional development completed. 5 reading procedures and 5 aspects of reading implemented* *Smalls Schools Reading Program – continues to be developed as a collaborative task with Gundiah and Gunalda SS.* *Comprehension focus has moved to Reading Conventions – Australian Curriculum focus.*
Introduce targeted strategies to maintain and increase student numbers in the NAPLAN upper two bands from Years 3 through to Year 7	*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.* *North Coast Region Mathematics Diagnostics implemented each term* *North Coast vignettes support teacher focus each term*
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).	*ASOT continues to be enacted. Design questions 1 and 6 enacted.*

Future outlook

Analyse Student Data – Ongoing

• Engage STLaN in regular data review to inform improvement, guide teaching and prompt early intervention

• Join with like schools to collegiately develop teacher expertise in data analysis to inform effective teaching and learning

Term 3 – employ STLaN to work with Teaching Principal for the day.

Upper 2 Bands Priority - Ongoing

• Implement strategies and programs to cater for the ability levels and optimal learning for these students
(Differentiated teaching, On Line Upper 2 Band Project)

Every term – PM benchmarking to ascertain how Rapid Reading is improving strategies.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	13	7	6	5	73%
2014	12	6	6	3	82%
2015	5	1	4		63%

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 2015, 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

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	15	7	6
Year 4 – Year 7 Primary		2	
Year 7 Secondary – 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.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	3	0
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.

Curriculum delivery

Our approach to curriculum delivery is to provide a wide range of on and off campus activities that engage our learners and inspire a yearning to learn. Theebine State School offers the German language, music and piano, culminating Science Competitions and Sport with our neighbouring schools.

We use the Brisbane School of Distance Education Impacts Projects for Gifted and Talented learners.

Year 2 – 6 students have a weekly piano lesson.

Extra curricula activities

- Small Schools Cross Country
- Gympie Heritage Art Competition
- Small Schools Athletics at Gunalda SS
- Theebine and Districts Athletics
- Swimming
- Gympie Country Music Academy
- Canoeing
- Piano
- Guitar
- U8's Day
- Egg Drop Competition
- QLD Police Pipes and Drums
- Family Fun Days
- Cross Country at Gundiah SS
- Tennis (Sporting Schools)
- AFL (Sporting Schools)

How Information and Communication Technologies are used to improve 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.

We use Lego Robotics and Bee Bots programming. Each child has access to a laptop and iPad and self-manage C2C sites to enhance their learning. We use many programs like Wordle and Bubbl.us in our learning. We have used iPads to create a movie. Students learn to type accurately and correctly using Tux Typing.

Social Climate

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 SS welcomes 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 with the school

Performance measure

Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	86%	100%	DW
their child likes being at this school (S2001)	86%	100%	DW
their child feels safe at this school (S2002)	100%	100%	DW
their child's learning needs are being met at this school (S2003)	100%	100%	DW
their child is making good progress at this school (S2004)	86%	100%	DW
teachers at this school expect their child to do his or her best (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	DW
teachers at this school motivate their child to learn (S2007)	100%	100%	DW
teachers at this school treat students fairly (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns (S2009)	100%	100%	DW
this school works with them to support their child's learning (S2010)	100%	100%	DW
this school takes parents' opinions seriously (S2011)	100%	100%	DW
student behaviour is well managed at this school (S2012)	86%	100%	DW
this school looks for ways to improve (S2013)	86%	100%	DW
this school is well maintained (S2014)	100%	100%	DW

Performance measure

Percentage of students who agree[#] that:	2013	2014	2015
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)	33%	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)	67%	100%	100%
they can talk to their teachers about their concerns (S2042)	33%	100%	100%
their school takes students' opinions seriously (S2043)	67%	DW	100%
student behaviour is well managed at their school (S2044)	0%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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	DW	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%	100%	86%

# '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 is proud to be a school at the core of the community. Parents and Community members are "experts" and have varied skills to share. Theebine continues to provide more opportunities for parents and the community to participate in school life and to use particular skills within a varied curriculum. Theebine parents and community members also support extra-curricular activities by transporting, assisting or cheering on at sporting events. Theebine parents and community members are prepared to embrace change that improves learning outcomes.

The Theebine P&C has indicated that Homework to encourage better reading and spelling is paramount to student success. Homework is taken home on Monday and returned completed on Friday.

Parents are invited to discuss the Semester Report given out in Term 2 and Term 4. Parents and Care-Givers are welcome to discuss progress both informally and formally.

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 installed 6 new water tanks several years ago and accesses water from Slaty Creek at the rear of the school for amenities only.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	13,551	18,000
2013-2014	9,659	0
2014-2015	4,436	

*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.

Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	1	2	0
Full-time equivalents	1	1	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	1
Advanced Diploma	1
Bachelor Degree	1
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**4**
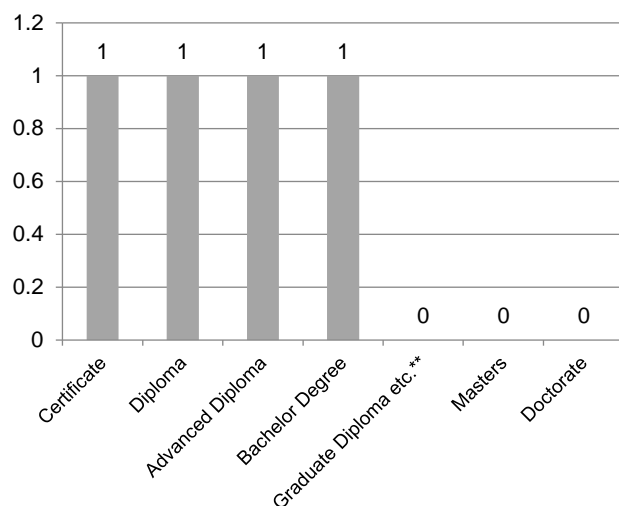
*Teaching staff includes School Leaders

**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 2015 were $2496.42

The major professional development initiatives are as follows:

- Canoeing Lifeguard
- High Ropes
- Mathematics Diagnostics and Upper 2 Bands Projects
- Principals Business Forums
- Lego Robotics

The proportion of the teaching staff involved in professional development activities during 2015 was 66%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	98%

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 2015 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

| School name | GO |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	92%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	81%	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.

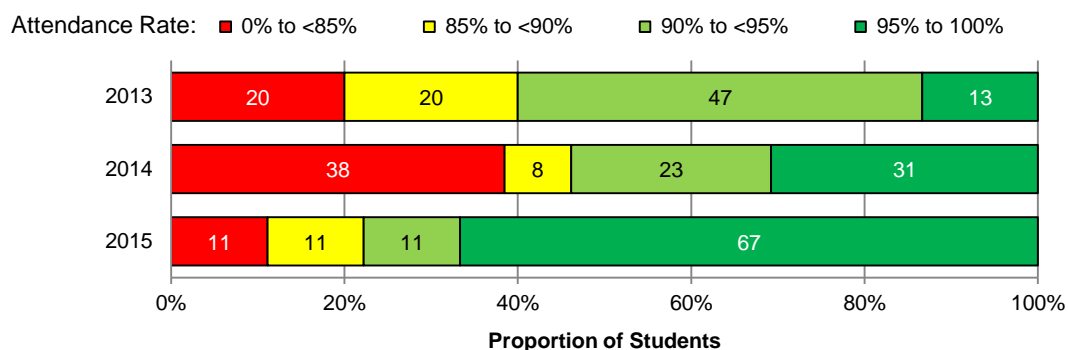The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	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
2013	DW	92%		DW	82%	83%		91%					
2014	94%	DW	96%		DW	96%	80%						
2015		95%	DW	94%	DW		DW						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year				
2013	20	20	47	13
2014	38	8	23	31
2015	11	11	11	67

Proportion of Students

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.

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In our small school parents are very aware of the need for children to be at school each and every day and before 8.30 am. Parents are also aware that "every day counts" and they avoid taking their children out of school for unauthorized activities.

1. Text to ascertain non-attendance if necessary

2. Attendance % at each P&C Meeting

3. Reinforcing need for students to be at school before 8.30 am to get ready for the day.

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.**

Find a school

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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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.

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