Toobanna 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

At Toobanna State School students enjoy a safe, caring learning environment that caters for individual learning styles. Our highly-experienced, dedicated staff ensures that each child gains the most from their learning experiences.

Our students have access to leading-edge curriculum and technology. Students are encouraged to participate in physical activity and sport with qualified coaches to support our programs. The children enjoy tennis, athletics, swimming and football as well as daily games and activities.

We are a multicultural school, which values diversity. We promote understanding and tolerance through the study of different languages and cultures. Emphasis is placed on respecting each other and developing self-confidence of each child. Our school has close links with the high school to ensure that students are well prepared for secondary education. There is a strong emphasis on literacy and numeracy at Toobanna State School. Students also develop strong research and study habits that will support them as 'Life Long Learners'.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Key Priorities for 2016 in alignment with the School Strategic Plan

Develop and Implement Whole School Literacy Program	*Ongoing*
Develop and Implement Whole School Numeracy Program	*Ongoing*
Develop a whole school Pedagogical Framework incorporating Gradual Release Model	*Ongoing*
Develop and implement Everyday Counts Strategy to improve student attendance	*Implemented*

In 2015, Toobanna State School received $7300 to enhance literacy and numeracy outcomes.

	Results
Increase the percentage of students from Year 1 to Year 6 achieving a 'C' standard or above in English from 75% in 2015 to 100% in 2016.	63% of students achieving C or above Semester 2, 2016
Increase the percentage of students from Prep to Year 3 who are achieving Regional Regression Analysis Reading benchmarks from 0 % at the end of 2015 to 75% by the end of 2016.	Ongoing
Increase the percentage of students from Year 1 to Year 6 achieving a 'C' standard or above in Mathematics from 70% in 2015 to 100% in 2016.	70% of students achieving C or above in Semester 2, 2016

Future Outlook

To build on our school culture of engaging learning our sharp, narrow focus is, 80% of our students will achieve a 'C' level or above in the learning area of English.

To achieve this Toobanna State School will focus on:

- To build community awareness around improving attendance and that every day counts.
- To ensure 80% of students from P-2 achieve regional regressional benchmark before the end of the year
- That all students are able to answer the 5Q4S through Quality Teaching and Learning

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school: 6

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	16	9	7	7	70%
2015*	15	8	7	5	100%
2016	21	13	8	8	72%

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 students at Toobanna State School represent a variety and diverse range of socio economic, culture and religious backgrounds. The majority of students are from the local areas of Toobanna and Ingham. The school has one multi-age classroom with students learning in smaller multi-aged groupings targeting their specific year levels or learning ability. The program is developed and closely monitored by the Teaching Principal and assisted by the two Itinerant Teachers.

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	3	15	20
Year 4 – Year 7			
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
Curriculum at Toobanna State School is in accordance with the Australia Curriculum and based around the C2C multi-level resources documents. All lessons are delivered by the Teaching Principal and Itinerant Teachers. At Toobanna State School we believe in differentiation to meet the needs and personal learning styles of individual students.

Co-curricular Activities
In 2016, Toobanna State School participated in the following extracurricular activities:
- Ingham Arts Festival
- Local Sports carnivals including the Small Schools and Barnes Cup Athletics carnivals and Swimming Carnivals

- Romanello Shield soccer
- Ingham ANZAC Day Parade
- School Camp with local Small Schools
- AFL Auskick and NRL 'Backyard League' Programs

How Information and Communication Technologies are used to Assist Learning

ICT's are integrated across the curriculum at Toobanna State School. Computer and iPad to the student ratios are 1:1 and ICTs are utilized to enrich learning experiences. The Digital Technology curriculum is ongoing in the teaching and learning.

Social Climate

Overview
At Toobanna State School, we celebrate the diversity of our students and cater our curriculum delivery to toward each student's individual learning style. Families are supported to send their children to school and engage with their child's education with a range of programs and incentives. At Toobanna State School we encourage present and past students, their families and the wider community to attend all functions that are held at school. We offer regular social activities during the day and evenings each term, which include;
- Classroom open days and semester parent/teacher interviews
- Fancy Dress Family Night
- Celebration Award Night and Christmas concert to conclude the year
- Annual School Camp

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)		100%	100%
this is a good school (S2035)		100%	100%
their child likes being at this school* (S2001)		100%	100%
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%	100%
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)		83%	100%
teachers at this school motivate their child to learn* (S2007)		100%	100%
teachers at this school treat students fairly* (S2008)		83%	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%	100%
this school looks for ways to improve* (S2013)		100%	100%
this school is well maintained* (S2014)		100%	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%	67%	100%

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
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)	86%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	86%	83%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	60%
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)	100%	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%	100%	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
Parents and families are actively engaged with their child's education through

- Monthly P&C Meetings
- A range of celebration events/nights
- Semester parent/teacher meetings
- Regular classroom walkthroughs

Respectful relationships programs
The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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.

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SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	0	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.

Environmental Footprint

Reducing the school's environmental footprint

At Toobanna State School we have attempted to limit our environmental footprint through the installation and use of solar panels on our A Block building.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	14,524	436
2014-2015	22,548	275
2015-2016	19,700	424

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

| School name | GO |
| Suburb, town or postcode |

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.

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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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	6	0
Full-time Equivalents	2	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	1
Certificate	

*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 2016 were $3 809.

The major professional development initiatives are as follows:

- Regional Professional Development seminars
- District Cluster and Moderation meetings
- NQR Leading Teaching and Learning
- Age Appropriate Pedagogies
- First Aid Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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 2016.

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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).	91%	87%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	73%	87%

*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	DW	DW	98%	DW	94%	92%	81%	93%					
2015	DW	83%	DW	90%	92%	81%	90%						
2016	95%	94%	97%	DW	98%	87%	89%						

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%
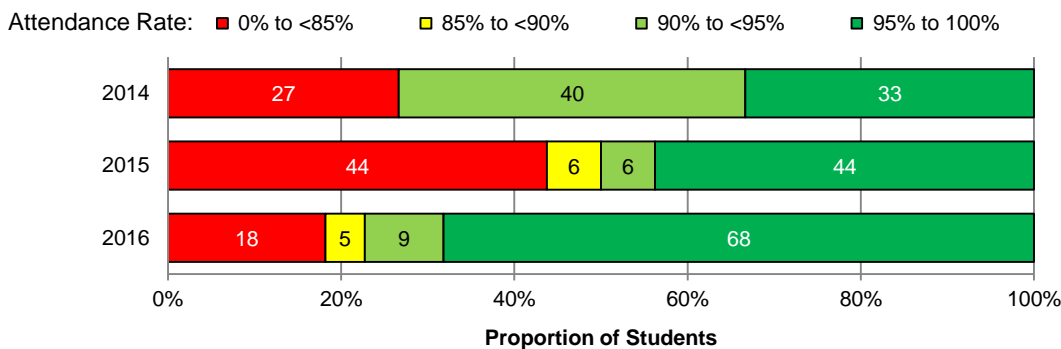
Description of how non-attendance is managed by the school

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.

Absenteeism at Toobanna State School is addressed with daily phone calls to families when students are absent from school. A range of attendance programs have also been undertaken to include;
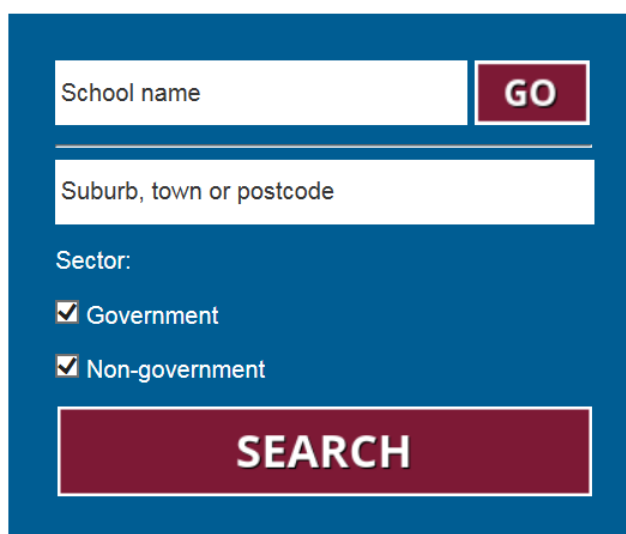
- Attendance goal setting for all students
- Attendance rewards programs for students and families
- A range of attendance incentives and prizes
- 'Every Day Counts' education program for all families through regular newsletters and information material

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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