

Theodore State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Theodore State School is a Band 7, P to 10 school located in the rural township of Theodore, central Queensland. The school was opened in 1924 and the secondary department commenced in 1960. The student population is relatively stable at about 120. The school services the town of Theodore and associated rural communities. Theodore, with a population of about 700, is the service centre for surrounding irrigation and agricultural industries, as well as the nearby Dawson South coal mine. A strong partnership exists between the school and the community. Most of the 18 teachers are beginning or early-phase teachers. The recruitment of staff to the school remains a challenge. The school aims to provide a challenging and varied curriculum within the scope of limited numbers and access to resources and agencies in the secondary school. The school actively encourages the participation of parents, caregivers and the community in all aspects of school life including academic, cultural and sporting activities. Our students benefit from an active P and C Association. The school and community have also benefitted from the support of REAP (Rural Education Australia Program).

Principal's Forward

Introduction

This Annual Report outlines Theodore State School's priorities, successes, performance and achievements. It aims to provide an accurate understanding of all aspects of the school. This report contains information for parents and the wider community about the School's journey in 2016 with a focus on student and school performance. The provision of activities that promote respectful relationships and personal development are a continuing focus at Theodore State School.

Our School motto '**Learn with a Will**' underpins our values in a school that seeks to equip students to become lifelong learners, active investigators and responsible citizens. Our focus and commitment is on the development of strong collaborative, learning focused relationships along with developing our students to have a strong sense of responsibility.

Theodore State School maintains the focus of consistent processes across all curriculum areas for the whole school from Prep to Year 10.

Community engagement is vital to our school and we work closely with all community groups within and beyond the Theodore, township.

Our School Expectations ensure that all members of the Theodore School community are:

RESPECTFUL

RESPONSIBLE

LEARNERS

School Progress towards its goals in 2016

Priority Area	Progress
Improve student outcomes in Writing → Develop and embed a whole school approach to writing including text structuring and vocabulary.	Progress Ongoing for 2017
Student Wellbeing and Behaviour Implement Positive Behaviour for Learning Framework to ensure clear and consistent behaviour management policies, processes and procedures across the school.	Progress Ongoing for 2017
Personal and Professional Accountability School-wide consistency through Pedagogical framework, learning walks and feedback Collegial coaching – teacher collegial observation and feedback –	Progress Ongoing for 2017

Future Outlook

There is an unrelenting determination within Theodore State School to maintain our motto of 'Learn with a Will' in all aspects of our operation. Our key focus is the quality of teaching and learning and professional learning through shared practice that occurs in our school. We know that the most important determinant of the quality of the teaching and learning that occurs is the knowledge and skill of our teachers, and more importantly, opportunities for them to share and be coached in these practices.

Our Annual Implementation Plan (AIP) for 2017 identified the following priorities:

- Writing
- Wellbeing and Behaviour Management
- Staff Professional Development

Throughout 2017 our key focus areas include:

Curriculum and Pedagogy:

Successful learners through elements including: Curriculum in the Classroom (C2C) and Australian Curriculum (AC) alignment, data driven practice, differentiation including the implementation of ICPs and Student Support Plans and expansion of our extension programs and building capacity and Higher Order Thinking (HOT).

Continue Explicit Instruction as being on of the signature pedagogies used at our school.

Personal and Professional Accountability:

Great people through; aligning Professional Learning Plans (PLPs) to Australian Institute for Teaching and School Leadership (AITSL), supporting staff in the implementation of C2C, HOT and other curriculum related agendas

High standards through; timely and effective use of student data to inform whole of school and individual improvement strategies and effective monitoring and adaption of learning settings to ensure a safe and supportive learning culture.

Allocate differentiation, planning and moderation days for year level teams

Continue focus on collegial coaching to enable staff observation and feedback with colleagues.

Organisational Structures and Routines:

An unrelenting focus on the consolidation and embedding of expert teaching teams across our school through our established Curriculum Coordinators, participation in the John Collins Writing training and implementation and reviewing our Pedagogical Framework through our year level teams, collegial coaching and learning walks.

Review our Students Services Model to maximise inclusion and diversity reform in 2017 to achieve streamlined support and improved service delivery for all students.

Community and Parent Partnerships:

Continue strengthening our links with our early childhood providers, focusing on our early years transition to school.

Strengthen our links with our secondary feeder school, focusing on transition programs.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	136	75	61	18	86%
2015*	120	65	55	12	99%
2016	110	54	56	17	94%

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

Theodore State School provides quality education for students in the surrounding areas from Prep to Year 10. A proportion of our students go to Moura State High School to complete their Senior Years (Years 11 and 12). Some families choose to send their children away to boarding school.

A significant proportion of the student body incorporates families who live on farming properties and parents who work in the local mines. This requires many of our students to travel to school by bus where they spend anywhere from 30 minutes to 90 minutes travelling to and from school each day. We have four bus routes which service the school. Our indigenous students make up 18% of the School enrolments.

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	18	16	14
Year 4 – Year 7	23	18	16
Year 8 – Year 10	9	11	11
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

It is expected that every student in every classroom at our school is engaged in their learning and challenged to do their best. By having a deep understanding of each student and planning explicit teaching and learning opportunities, we maximise the learning outcomes of individual students. Continuous monitoring, assessment and the provision of effective feedback, helps facilitate a culture of self-reflection. As shown on our website, Theodore State School has a comprehensive curriculum based on the eight key learning areas from Prep to Year 10.

Our distinctive curriculum offerings:

- Instrumental Music program
- Choral Program
- Eisteddfod Competitions including music, instrumental music, choir
- Student Leaders, Class Captains and Student Council
- Gardening Club
- Interschool Sport
- Intervention and programs are inclusive and include Lexia and Core 5
- Home Economics
- Manual Art
- Technology

Co-curricular Activities

- Cluster Extended Learning Programs
- Sport Clinics
- Swim Club
- Student Council
- Sporting Schools
- School Camps Years 5 to 10 and excursions for Years Prep to 10
- P&C annual Trail Ride

How Information and Communication Technologies are used to Assist Learning

Our staff focus on maximizing student learning. They are supported to use a full range of tools, including digital devices, when and where appropriate, to engage and accelerate student learning.

All our teaching areas from Prep to Year 10 are digitally rich (interactive whiteboards, data projectors, laptops or desktops for students and teachers, internet cabling, wireless access and access to iPad and Active Inspire tools.)

Social Climate

Overview

A consistent school wide focus on proactive behavior management was implemented to actively increase student engagement. A Student Support Committee provided timely support and access to the Guidance Officer, School Chaplain, School Based Youth Health Nurse, STLaN or HOSES.

Students in the Secondary Department were allocated a Pastoral Care Teacher whose role was to monitor the welfare of students in their group. Primary Teachers monitored the students in their class.

SWPBS/PBL was adopted into the School's Responsible Behaviour Plan for Students which aims to model and make clear the things that make our school a great school.

We respect the uniqueness of the individual, and believe that everyone has the same rights and responsibilities, which need to be promoted and preserved. We believe that our school must foster an environment where teachers can teach and students can learn, free from disruptive behaviour causing uninvited and unwanted interruptions to curriculum delivery. Our School Community is committed to an approach where the rights of all members are preserved, at the same time as an expectation of responsibility is met.

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)	91%	92%	100%
this is a good school (S2035)	91%	92%	100%
their child likes being at this school* (S2001)	91%	100%	89%
their child feels safe at this school* (S2002)	91%	100%	100%
their child's learning needs are being met at this school* (S2003)	86%	100%	78%
their child is making good progress at this school* (S2004)	86%	92%	89%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	100%
teachers at this school motivate their child to learn* (S2007)	91%	92%	100%
teachers at this school treat students fairly* (S2008)	82%	83%	89%
they can talk to their child's teachers about their concerns* (S2009)	86%	100%	100%
this school works with them to support their child's learning* (S2010)	86%	83%	100%
this school takes parents' opinions seriously* (S2011)	86%	83%	78%
student behaviour is well managed at this school* (S2012)	77%	91%	89%
this school looks for ways to improve* (S2013)	95%	100%	89%
this school is well maintained* (S2014)	95%	92%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	79%	88%	61%
they like being at their school* (S2036)	73%	90%	67%
they feel safe at their school* (S2037)	92%	88%	94%
their teachers motivate them to learn* (S2038)	87%	92%	94%
their teachers expect them to do their best* (S2039)	98%	96%	94%
their teachers provide them with useful feedback about their school work* (S2040)	85%	90%	67%
teachers treat students fairly at their school* (S2041)	73%	80%	78%
they can talk to their teachers about their concerns* (S2042)	73%	82%	61%
their school takes students' opinions seriously* (S2043)	87%	64%	67%
student behaviour is well managed at their school* (S2044)	67%	75%	61%
their school looks for ways to improve* (S2045)	88%	92%	67%
their school is well maintained* (S2046)	88%	90%	72%
their school gives them opportunities to do interesting things* (S2047)	79%	78%	44%

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%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	100%	95%	100%
staff are well supported at their school (S2075)	95%	95%	92%
their school takes staff opinions seriously (S2076)	100%	86%	96%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	100%	91%	100%
their school gives them opportunities to do interesting things (S2079)	95%	95%	96%

* 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

An active Parent and Citizen Committee operates the Tuckshop, Swimming Club (Tunas) and Trail Bike Ride. All parents/Carers and Community Members are kept informed about the School through Newsletters, School Parades, School Website, School Sign and Letters Home.

Parents are encouraged to attend face to face interviews held after Report Cards are sent home to discuss their child's progress at school. Parents also assist in classrooms, mainly in the Primary classes. A Meet and Greet is held at the beginning of each year for Parents to meet their child's teacher and discuss expectations, routines and procedures for the year.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Some examples of these are:

- 🚩 Weekly behavior discussions on parade to the whole school
- 🚩 Targeted sessions with different grades including outside agencies where appropriate, HeadSpace, Queensland Police
- 🚩 Love Bites program delivered to Year 10 students
- 🚩 Positive Behaviour for Learning (PBL) explicit teaching of appropriate behavior
- 🚩 Chaplain run sessions for P-10 classes
- 🚩 Engagement of a Guidance Officer
- 🚩 Engagement of a School Based Youth Health Nurse to develop personal developments
- 🚩 Situational responses to localized happenings

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	2	2	0
Long Suspensions – 6 to 20 days	1	0	2
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 school is committed to working towards reducing our environmental footprint. All classes have recycle bins to collect paper and cardboard 'clean waste'. These recycle bins are collected weekly and placed into the school recycle bins. The school has a number of solar panels at the school to help feed electricity back into the 'grid'.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	110,222	7,253
2014-2015	119,625	2,715
2015-2016	37,713	

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

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	10	0
Full-time Equivalents	12	7	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	12
Diploma	0
Certificate	0

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$19000.

The major professional development initiatives are as follows:

- Classroom Profiling
- Beginning Teacher Mentor Training
- Wellbeing conference
- Athletics Professional Development
- Positive Behaviour for Learning
- Mandatory Departmental Training
- Principal PD and Conferences
- Online Training (Curriculum areas, SWD)
- Seven Steps to Writing
- Writing is taught not caught, Anita Archer

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.	98%	99%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% 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%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	92%	94%

*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 P-10/P-12 schools was 90%.

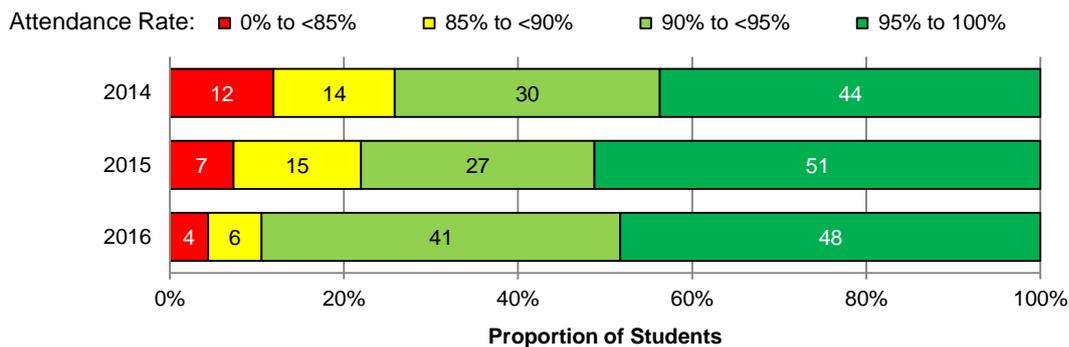
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	92%	93%	94%	91%	91%	92%	92%	92%	96%	74%		
2015	97%	95%	94%	93%	93%	93%	92%	91%	93%	96%	93%		
2016	94%	96%	95%	95%	93%	95%	95%	93%	91%	92%	94%		

*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.

The class rolls are marked twice a day – 8:45am and 1:50pm in both the Primary and Secondary sectors.

If a child is to be absent from the school, we have the following expectation:

- A phone call is made to the office on the day of absence OR
- A note is sent in advance advising of their absence.

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**.

Find a school

School name

Suburb, town or postcode

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.

Conclusion

Thank you for reviewing our School Annual Report. We are proud of the progress our school is making to ensure positive outcomes for our students.