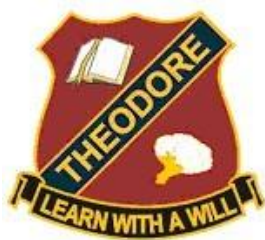


Theodore State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

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 2015 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 group within and beyond the Theodore township.

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

PESPECTFUL

RESPONSIBLE

LEARNERS

School progress towards its goals in 2015

The direction of our great school in 2015 was very clearly and deliberately driven by our Explicit Improvement Agenda. The five areas of this informed our focus and allowed us to celebrate our successes.

Junior Secondary – 2015 saw the Year Seven students move from Primary School into the High School all over Queensland as part of the Government's Flying Start Program. Their addition to the Secondary sector completes the formation of Junior Secondary which provides for a distinct identity for students in the Year Levels 7-9. Theodore State School students were able to transition smoothly as many of the Junior Secondary Principles had already been implemented.

Literacy and Numeracy- Our school has maintained an unrelenting focus on Literacy and Numeracy with designated Writing block time being coordinated across the school simultaneously. We are continuously monitoring our school programs ensuring that all students are accessing a quality curriculum.

Community Engagement- Community Engagement is very important to our school. Each year we engage in a range of activities such as ANZAC Parade and Service, Theodore Show, P&C Trail Ride, Interschool Sports Gala Days and Fundraising Activities. We welcomed families and Student Leaders' Investiture, Athletics Carnival, Geoff Johnson Memorial Shield, Tennis Tournament and Under Eights Day to name just a few.

School Culture- The culture and vibe at our school is one that radiates positivity. When you walk into our school you can feel the calmness and hear quiet classrooms and see students engaged in focused learning.

Future outlook

Theodore State School's focus for 2016 has three main areas and they are:

1. Literacy
2. Numeracy
3. Differentiation

Australian Curriculum is the corner stone for all subject areas across the school. What is taught and assessed at Theodore State School is all aligned with the Australian Curriculum. At this school the C2C units of work form our Curriculum Plan.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	144	86	58	16	84%
2014	136	75	61	18	86%
2015	120	65	55	12	99%

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:

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 13% of School enrolments.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	18	16
Year 4 – Year 7 Primary	17	23	18

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	13	9	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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	10	2	2
Long Suspensions - 6 to 20 days	1	1	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

We believe that it is important to offer a range of activities which augments the learning of all students. As well as the mandated curriculum we also offered:

- Excursion programs
- Home Economics
- Instrumental Music
- Drama
- Leadership Skills
- Sporting Opportunities
- Choice Curriculum (Robotics, Dance, Social Skills, Sporting Skills, Cookery)

Extra curricula activities

- Active After School Activities – held twice a week for students in Years Prep – 7
- Participation in the Dawson Valley Sporting Events
- Homework Group
- Student Council
- Involvement in Community Events – ANZAC Ceremony, Show, Trail Ride
- Eisteddfod (individual and group)

How Information and Communication Technologies are used to improve learning

Integral to lesson planning is the underlying philosophy that ICTs are an essential part of teaching and learning process and critical for student engagement. The school is totally networked which means computers can be used in any classroom. We have a number of wireless points around the school which negates the need for network cables.

Computers are used to support the curriculum implementation in both Primary and Secondary classes. Interactive Whiteboards have been placed in most classrooms to assist in accessing learning resources. The school has three computer labs and laptop trolleys which provide a low computer to student ratio.

Each class has been provided with a pod of iPads to augment their learning.

Teachers use their departmental laptop to mark rolls, communicate with families and access resources. Staff are provided with Professional Development to build ICT capacity.

Social Climate

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, Youth Support Worker, 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.

The strategies implemented to prevent 'bullying' within the school highlighted the role that everybody needed to play. Students are encouraged to do one of three things 1: ignore the behavior and withdraw from the situation, 2: Report the situation immediately to a teacher, 3: Speak assertively to the person and tell them to stop what they are doing as you do not like it. If they do not stop report this to a Staff member immediately.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	72%	91%	92%
this is a good school (S2035)	69%	91%	92%
their child likes being at this school (S2001)	78%	91%	100%
their child feels safe at this school (S2002)	86%	91%	100%
their child's learning needs are being met at this school (S2003)	81%	86%	100%
their child is making good progress at this school (S2004)	86%	86%	92%
teachers at this school expect their child to do his or her best (S2005)	92%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	78%	86%	100%
teachers at this school motivate their child to learn (S2007)	81%	91%	92%
teachers at this school treat students fairly (S2008)	80%	82%	83%
they can talk to their child's teachers about their concerns (S2009)	92%	86%	100%
this school works with them to support their child's learning (S2010)	86%	86%	83%
this school takes parents' opinions seriously (S2011)	79%	86%	83%
student behaviour is well managed at this school (S2012)	65%	77%	91%
this school looks for ways to improve (S2013)	91%	95%	100%
this school is well maintained (S2014)	92%	95%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	70%	79%	88%
they like being at their school (S2036)	69%	73%	90%
they feel safe at their school (S2037)	87%	92%	88%
their teachers motivate them to learn (S2038)	78%	87%	92%
their teachers expect them to do their best (S2039)	97%	98%	96%
their teachers provide them with useful feedback about their school work (S2040)	69%	85%	90%
teachers treat students fairly at their school (S2041)	64%	73%	80%
they can talk to their teachers about their concerns (S2042)	64%	73%	82%
their school takes students' opinions seriously (S2043)	64%	87%	64%
student behaviour is well managed at their school (S2044)	68%	67%	75%
their school looks for ways to improve (S2045)	79%	88%	92%
their school is well maintained (S2046)	85%	88%	90%
their school gives them opportunities to do interesting things (S2047)	69%	79%	78%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	75%	100%	100%
they feel that their school is a safe place in which to work (S2070)	79%	100%	100%
they receive useful feedback about their work at their school (S2071)	79%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	93%	100%
students are encouraged to do their best at their school (S2072)	93%	100%	100%
students are treated fairly at their school (S2073)	85%	100%	100%
student behaviour is well managed at their school (S2074)	50%	100%	95%
staff are well supported at their school (S2075)	50%	95%	95%
their school takes staff opinions seriously (S2076)	58%	100%	86%
their school looks for ways to improve (S2077)	85%	100%	100%
their school is well maintained (S2078)	82%	100%	91%
their school gives them opportunities to do interesting things (S2079)	62%	95%	95%

'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.

Reducing the school's environmental footprint

The school is committed to working towards reducing our environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	114,108	6,884
2013-2014	110,222	7,253
2014-2015	119,625	2,715

*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.

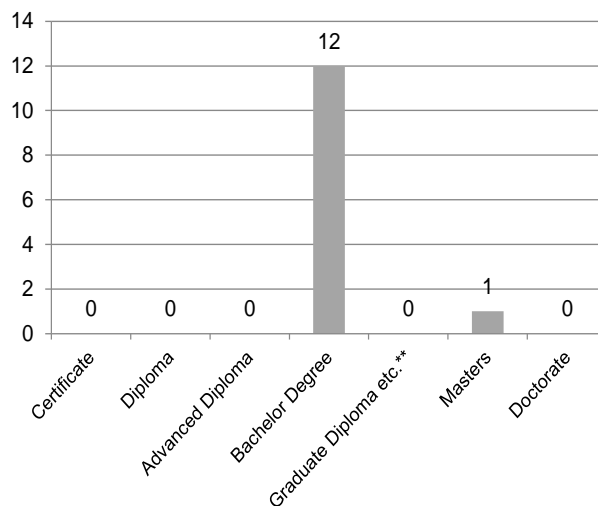
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	13	11	0
Full-time equivalents	13	8	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	13



*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 \$24 000.

The major professional development initiatives are as follows:

- Bronze Medalion
- Australian Curriculum
- Asset Management Workshop
- Junior Sceondary
- Seven Steps to Writing Success
- Essential Skills in Classroom Management
- Writing Moderation
- Well Being

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

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

Sector:

Government

Non-government

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).	90%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	92%

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

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

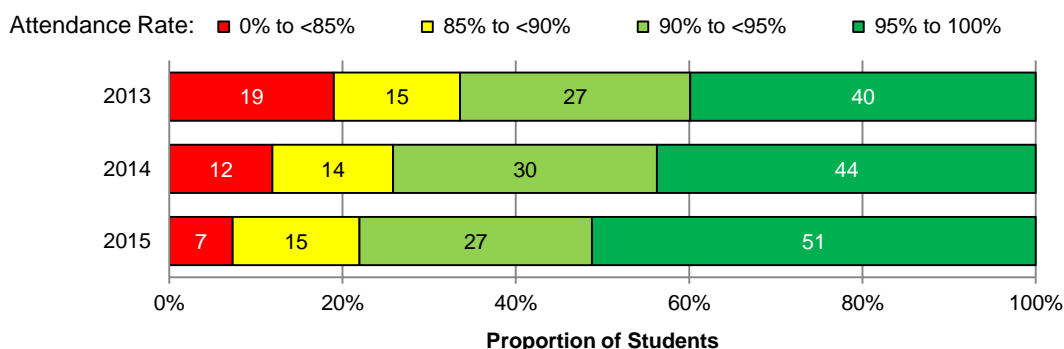
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	86%	94%	90%	93%	91%	94%	92%	91%	89%	78%		
2014	95%	92%	93%	94%	91%	91%	92%	92%	92%	96%	74%		
2015	97%	95%	94%	93%	93%	93%	92%	91%	93%	96%	93%		

*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.



Description of how non-attendance is managed by the school

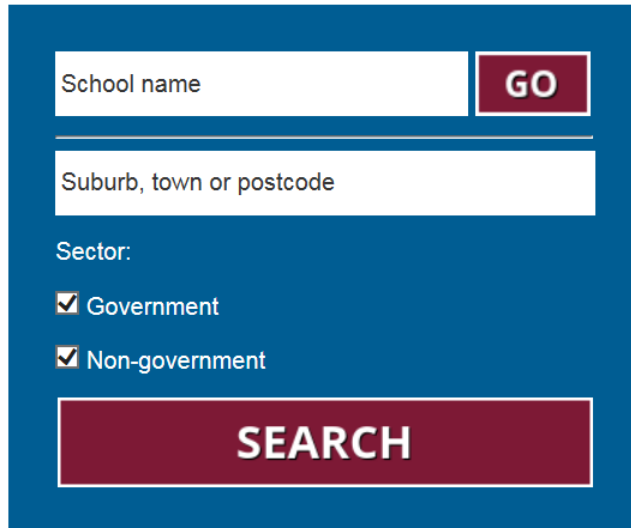
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

All teachers mark their rolls using the function in OneSchool. Primary teachers mark them twice a day and Secondary teachers mark them every lesson. Students who have unexplained absences are followed up initially by their class or Pastoral Care teacher. If teachers are not satisfied with the explanations they receive, they then telephone the parents or carers. Unexplained absences are referred to Administration for investigation. If parents can not be contacted, the Departmental process is commenced where formal letters are sent home. If the absences continues the Enforcement of Attendance process is followed.

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

Suburb, town or postcode

Sector:

Government

Non-government

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 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.

As at 16 February 2016. The above values exclude VISA students.