Principal’s foreword

Introduction

Theodore State School is a Band 8, P to 10 school situated to the west of Bundaberg and south of Biloela and is built on the bank of the Dawson River. It is in the Central Queensland Region and belongs to the Dawson cluster of schools. The school has a long history, having been opened in 1924. The Secondary Department opened in 1960. The student population is relatively stable, averaging 165 students at present. A small number of students enrol and leave throughout each school year.

The school draws students from the town of Theodore and associated rural communities. Theodore is the service centre for the surrounding beef, cotton and grain industries, as well as the nearby Dawson South coal mine and the Cracow gold mine. A large sawmill is also located in the town. The town of about 700 services a district of around 2000 people. A strong partnership exists between the school, the students’ parents and the wider Theodore community.

This report outlines the achievements of the school for the 2011 academic year. It provides data and comment on student achievement, staff, parent involvement, enrolments, attendance and behaviour. Parents, carers and the wider Theodore community will be notified through the school’s weekly newsletter of the publication of this report on the school’s website. They will also be informed that a copy of the report can be obtained from the school’s office, if they cannot access it on the Internet. Please contact me if you would like further information.

School progress towards its goals in 2011

In 2011 the school began a new 4 Year Plan. This plan was finalised on the final Term of 2010 – six main areas were identified for special focus over the next four years. These areas are:

1. Improving student learning outcomes in literacy, numeracy and science.
2. Maintaining strong and vibrant connections with the community.
3. Developing a highly skilled and committed workforce.

4. Developing and implementing an engaging and relevant curriculum that is based on the Australian Curriculum and provides clear direction to teachers and students.

5. Creating a culture of safety, support and enjoyment at the school.

6. Providing high quality and up to date learning resources and infrastructure. Particular emphasis was placed on the first area – improvement of student learning areas in literacy, numeracy and science.

However, the beginning of 2011 saw the biggest flood in recorded history inundate the town of Theodore and along with it, the school. Every ground level classroom and non-teaching area was damaged. The school was able to open for the first day of the school year, due to a huge community and government effort, but repairs continued throughout the year.

This event reduced the effectiveness of the teaching and learning in the early parts of the year, but at the end of the year we were satisfied with the results with modest improvements achieved in many areas. The flood repairs did provide the school with the opportunity to significantly improve many of the school’s resources throughout the course of the year.

2011 also saw the completion of the new Resource Centre building. The building is known as the Learning Centre and provides the students and staff with access to the latest teaching and learning resources. Many students and staff make use of the building during scheduled class times, during breaks and after school.

Future outlook

The school is well placed to provide a P to 10 education for all the children of the Theodore area. Improvements made to the school’s infrastructure as a result of the flood, mean that the students and staff work in an effective teaching and learning environment. Recent expansions at both the Moura coal mine and the Cracow gold mine along with a successful season for the district’s farmers could mean that the school will see gradually increasing enrolments over the next few years.

The school’s focus will remain on improving the literacy and numeracy standards of our students. The impending roll out of the Australian Curriculum and the associated Education Queensland resource known as “C2C” over the next few years will assist this quest for improvement.
**Our school at a glance**

**School Profile**

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 10

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>166</td>
<td>89</td>
<td>77</td>
<td>97%</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

The school had similar numbers of male and female students in 2011, and there was an 8% increase in enrolments from 2010 to 2011. Strategies have been put in place to retain and increase enrolments over the next few years. Many of the students live on farms and travel to the school daily by bus (five bus runs service the school). A significant number of students’ parents work in the mines. Indigenous students made up 15% of the student population with 14.4% of Primary students being indigenous and 16.7% of Secondary students being indigenous.

**Class sizes – Proportion of school classes achieving class size targets in 2011: 100%**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>15.3</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>13.2</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>13.3</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

As well as the usual subjects, the school offered:

- Kayaking and canoeing training
- Home Economics courses focused on the skills required in coffee shops and restaurants
- Industrial Design and Technology
- Agricultural Science

Secondary students are also offered the opportunity to access Brisbane School of Distance Education subjects to broaden the range of subjects available to them.

Extra curricula activities:

Students were provided with the opportunity to participate in the following extra curricula activities:

- Chess Club
- OptiMINDS
- District and Regional sporting events in Rugby League, Netball, Soccer, Rugby 7s, Cricket, Tennis, Touch Football, Cross Country and Athletics
- School Leadership and Student Council positions

How Information and Communication Technologies are used to assist learning:

The school is continually striving to improve students’ access to the latest technology in learning. The present computer ratio is 1 computer for every 5 students. Interactive whiteboards are operational in all classrooms. Integral to lesson planning is the underlying philosophy that ICTs are an essential part of the teaching and learning process. Teachers integrate ICTs into nearly all units of work throughout the year which elevates student interest. The use of ICTs to facilitate learning will continue to be a major focus in curriculum delivery at the school.

The school is totally networked which means computers can be used in any room for learning. All buildings that house learning areas have a wireless access point. This infrastructure allows students and staff to access the Internet from any classroom in the school.

Social climate

The measure of parent satisfaction with the social climate of the school showed that 72% of parents were either satisfied or very satisfied with what was occurring at the school. This is an important area of focus for the school so it was good to see the majority of the parents felt that the school was effective in this area. However, the student opinion of the school climate was not nearly as good with only 50% of students reporting that they are either satisfied or very satisfied with the social climate of the school.

The school provides an effective student welfare service through the work of a School Chaplain, a school Nurse, a Youth Support worker and a Guidance Officer. Each secondary year level is assigned a pastoral care teacher whose role is to monitor the welfare of the students in that year level. The teachers of each primary class are also required to monitor the welfare of the students in their classes. All teachers are also required to monitor student activity for any signs of bullying, deal with any incidents they detect and continually raise the awareness of their students of the effects of bullying and how to deal with it.
Parent, student and teacher satisfaction with the school

Satisfaction levels with the school as measured by the School opinion Survey were disappointing for 2011. There is a possibility that the disruptions caused by the extended nature of the flood repairs may have had an effect in this area. The flood definitely made it more difficult to provide staff with access to professional development, but there was a high level of staff morale despite the difficulties of the year.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>62%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>56%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>89%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

Parents are actively encouraged to be involved with the education of their students at this school. Every opportunity is taken to invite parents into the school. This includes two formal parent teacher interview sessions each year, parent information nights and school special events such as the investiture of leaders and sporting carnivals. Parent helpers are invited and welcomed in the classroom and our school receives valuable financial support through the P and C canteen which is manned by volunteer parents. Parents are also encouraged to meet with teachers and members of Administration over concerns they may have with their children and individual meetings with the Principal and staff are a regular occurrence.

An active P and C Association holds monthly meetings that give the Principal and staff the opportunity to brief parents on policies and plans and receive feedback from the parent community. These meetings also provide the parent community with the opportunity to be involved in key school decision making.

The school publishes a weekly newsletter that also contains a Community News section. This is widely read throughout the wider community. Parents are advised through the newsletter of special school news and events, advice on new education initiatives as well as celebrating student and school successes. This newsletter has become an institution in the community and is well supported through advertising by local businesses and community groups. It is made available to the wider community as a free publication through key shops in the business centre.
Reducing the school’s environmental footprint

During 2011 the school undertook a number of initiatives designed to reduce the school’s environmental footprint. A solar array capable of generating electricity was installed. This and the implementation of a school policy outlining acceptable use of air conditioners and lights were largely responsible for the large reduction in electricity usage reported in the table below. The school also introduced a water usage policy which resulted in the reduction in water usage shown below.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>103,078</td>
<td>7,272</td>
</tr>
<tr>
<td>2010</td>
<td>140,324</td>
<td>7,800</td>
</tr>
</tbody>
</table>

% change 10 - 11: -27% -7%
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>17</td>
<td>12</td>
<td>Less than 5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>14.2</td>
<td>9.3</td>
<td>Less than 5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>14</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $30,075.

The major professional development initiatives were Workshops on the Australian Curriculum (English, Mathematics, Science); First Steps Reading training; QCAT Moderation; Workplace Health and Safety training; Curriculum Risk Management training; Science Sparks program; ICT Certificate training and First Aid training.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% of staff was retained by the school for the entire 2011 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

Search by school name

Search by suburb, town or postcode

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>91%</td>
<td>91%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>87%</td>
<td>92%</td>
<td>93%</td>
<td>90%</td>
<td>89%</td>
<td>NA</td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls were marked manually twice a day for all Primary year levels and for each period for Secondary classes. 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 parents or carers. Administration contacts parents or carers if students have three consecutive days of unexplained absence. If parents cannot be contacted by telephone, the first of the letters mentioned in the departmental processes outlined above were sent out to parents and the departmental processes were followed through from that point. Members of the school’s leadership team would also personally visit the parents or carers of students to whom letters had been sent.
Performance of our students

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/](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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

This school receives Closing The Gap funding on an annual basis at this stage. This funding is predominantly used to employ an Indigenous Teacher Aide to work with the indigenous students in the school. The Teacher Aide works with the students in either one-to-one or small group situations focussing on areas that need extra development. Sometimes non-indigenous students are included in these groups. There were less than 5 indigenous students in Year 3 in 2011 so the school is not able to report on the “Achievement Gap” for 2011.

The attendance rate of our indigenous students was slightly higher (91.1%) than that of our non-indigenous students (90.7%).

92% of our indigenous students had an attendance rate of 85% or higher.

Programs that promote student attendance are in place throughout the year and target both indigenous and non-indigenous students.