Theodore State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Theodore State School is a Band 8, P to10 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 190. 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 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 PCAP (Priority country Area Program).

Introduction

This Annual Report outlines Theodore State School's priorities, successes, performance and achievements. This report 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 2017 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 2018

Improvement Priorities:

- Foster successful learners by knowing our learners and meeting our students learning needs

- Improve student outcomes through the implementation of quality teaching practices

- Develop strategic partnerships with industry, other state schools, community organisations and government agencies to enhance student learning, achievements and future pathways

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 2019 identified the following priorities:
☐ supporting individual students learning needs

☐ ensuring quality teaching practices

☐ community partnerships

☐ Staff Professional Development through the implementation of Educator Impact. This supports collegial engagement and provides staff with data and feedback.

Throughout 2019 our key focus 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 one of the signature pedagogies used at our school.
Develop and refine how reading is taught at Theodore State School across all curriculum subjects.

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 2018 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 2018   Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	110	107	108
Girls	54	49	52
Boys	56	58	56
Indigenous	17	22	15
Enrolment continuity (Feb. – Nov.)	94%	88%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	14	15	13
Year 4 – Year 6	16	19	12
Year 7 – Year 10	11	8	10
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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.

Co-curricular activities

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
- 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 behaviour management has been adopted 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. All students in the Secondary Department are, 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.
Positive Behaviour for Learning philosophy 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. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	89%	89%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this is a good school (S2035)	100%	95%	84%
• their child likes being at this school* (S2001)	89%	90%	100%
• their child feels safe at this school* (S2002)	100%	95%	100%
• their child's learning needs are being met at this school* (S2003)	78%	80%	95%
• their child is making good progress at this school* (S2004)	89%	84%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	85%	89%
• teachers at this school motivate their child to learn* (S2007)	100%	95%	95%
• teachers at this school treat students fairly* (S2008)	89%	83%	95%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	95%
• this school works with them to support their child's learning* (S2010)	100%	95%	100%
• this school takes parents' opinions seriously* (S2011)	78%	76%	78%
• student behaviour is well managed at this school* (S2012)	89%	67%	79%
• this school looks for ways to improve* (S2013)	89%	100%	84%
• this school is well maintained* (S2014)	89%	100%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	61%	96%	100%
• they like being at their school* (S2036)	67%	96%	96%
• they feel safe at their school* (S2037)	94%	96%	100%
• their teachers motivate them to learn* (S2038)	94%	96%	100%
• their teachers expect them to do their best* (S2039)	94%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	67%	96%	100%
• teachers treat students fairly at their school* (S2041)	78%	96%	96%
• they can talk to their teachers about their concerns* (S2042)	61%	91%	100%
• their school takes students' opinions seriously* (S2043)	67%	83%	100%
• student behaviour is well managed at their school* (S2044)	61%	92%	96%
• their school looks for ways to improve* (S2045)	67%	96%	100%
• their school is well maintained* (S2046)	72%	92%	100%
• their school gives them opportunities to do interesting things* (S2047)	44%	83%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	96%	86%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	91%
• they receive useful feedback about their work at their school (S2071)	92%	91%	68%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	92%	92%
• students are encouraged to do their best at their school (S2072)	100%	100%	95%
• students are treated fairly at their school (S2073)	96%	100%	86%
• student behaviour is well managed at their school (S2074)	100%	96%	91%
• staff are well supported at their school (S2075)	92%	92%	64%
• their school takes staff opinions seriously (S2076)	96%	91%	64%
• their school looks for ways to improve (S2077)	96%	100%	82%
• their school is well maintained (S2078)	100%	96%	82%
• their school gives them opportunities to do interesting things (S2079)	96%	92%	86%

* 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 education programs

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

☐ Weekly behaviour discussions on parade to the whole school

☐ Targeted sessions with different grades including outside agencies where appropriate, Head Space,

Queensland Police
☐ Love Bites program delivered to Year 10 students

☐ Positive Behaviour for Learning (PBL) explicit teaching of appropriate behaviour

☐ 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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'.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	37,713	1,392	131,291
Water (kL)		2,306	3,705

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.**

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	14	14	<5
Full-time equivalents	13	8	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	14
Diploma	
Certificate	

*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 2018 were $16 000.

The major professional development initiatives are as follows:

- 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 John Collins

- The proportion of the teaching staff involved in professional development activities during 2018 was 100%.
- Staff Attendance and Retention

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	94%	94%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

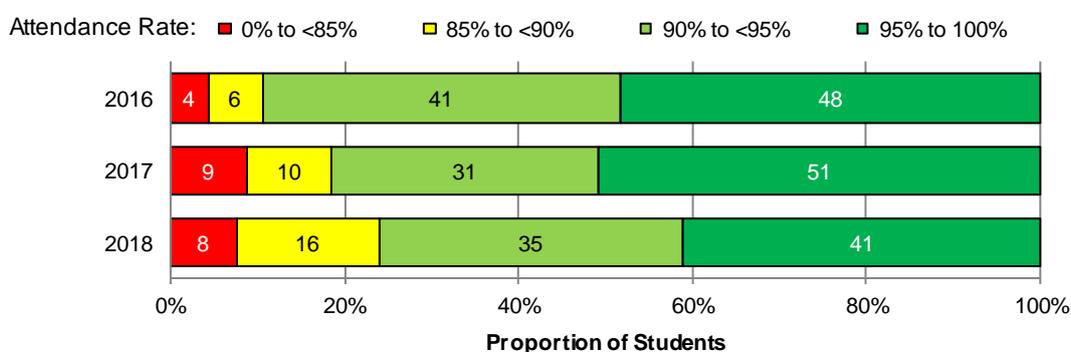Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	95%	94%
Year 1	96%	93%	94%
Year 2	95%	95%	90%
Year 3	95%	96%	95%
Year 4	93%	96%	95%
Year 5	95%	94%	93%
Year 6	95%	94%	90%

Year level	2016	2017	2018
Year 7	93%	91%	93%
Year 8	91%	88%	84%
Year 9	92%	88%	88%
Year 10	94%	90%	94%
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

2016: 4 | 6 | 41 | 48
2017: 9 | 10 | 31 | 51
2018: 8 | 16 | 35 | 41

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ∨	School type ∨	State ∨

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

.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.