

# Toobanna State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

At Toobanna State School students enjoy a safe, caring learning environment that caters for individual learning styles. Our highly experienced and dedicated staff ensure that each child gains the most from their learning experiences. Our students have access to leading edge curriculum and technology.

We promote healthy lifestyle choices through our Health and Physical Education programs. Students are encouraged to participate in physical activity and sport. The children enjoy tennis, athletics, swimming and football as well as regular games and activities. We are a multicultural school that values diversity.

Our school has close links with Ingham State High School to ensure that students are well prepared to continue their education. There is a strong emphasis on Literacy and Numeracy at Toobanna State School, with Reading being a primary focus. Students also develop strong research and study habits that will support them as life-long learners. Toobanna State School has a long tradition of producing well educated, confident young citizens..

### School progress towards its goals in 2014

During 2014 Toobanna State School has continued to progress towards its key operational goals, which were to;

- Develop and implement improvement strategies for Reading
- Develop and implement improvement strategies for Writing
- Develop a whole school Pedagogical Framework incorporating Explicit Instruction strategies
- Increase school enrolments
- Review and embed Responsible Behaviour Plan for Students
- Utilised Great Results Guarantee funding to help facilitate school priorities

### Future outlook

The school has allocated resources to implement the following priorities;

- Reading: A THRASS program has been imbedded to improve reading and spelling outcomes. THRASS training was provided to teaching staff which has enabled staff to improve and refine their teaching of phonemic awareness, reading and spelling and led to improved reading outcomes.
- Develop and implement improvement strategies for Writing: Staff have undergone extensive professional development to assist students improve Writing skills and outcomes.
- Develop a whole school Pedagogical Framework incorporating Explicit Instruction strategies: Staff have reviewed our Pedagogical Framework and worked hard to imbed the Explicit Instruction model across all aspects of the curriculum. Research has shown this model leads to improved student achievement outcomes. This framework has been further enhanced with the imbedding of the Gradual Release Model in semester 2 of 2014.
- Increase school enrolments: Toobanna State School has sought to increase school enrolments through a range of policies and initiatives, including; Prep transition days, school open days, attendance prizes and incentives, supporting families with transport, uniforms, breakfast and lunch programs as well as increasing the school's profile within the Ingham community.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	14	7	7	88%
2013	7	4	3	75%
2014	16	9	7	70%

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

### Characteristics of the student body:

The students at Toobanna State School represent a variety and diverse range of socio economic, cultural and religious backgrounds. The majority of the students are from the local areas of Toobanna and Ingham.

The school has one multi-age classroom that operates in smaller multi-aged groupings. The program is developed and closely monitored by the Teaching Principal and assisted by the two Itinerant Teachers.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	8	4	3
Year 4 – Year 7 Primary	6	3	13
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Curriculum at Toobanna State School is based on the National Curriculum Framework and C2C documents. All other learning areas are delivered from Queensland Curriculum Assessment Authority [QCAA]. All lessons are delivered by the Teaching Principal and the Itinerant Teacher. Every year Toobanna State School participates in inter-school carnivals with the small schools of Ingham.

### Extra curricula activities

In 2014, Toobanna State School participated in the following extracurricular activities;

- Queensland Premier's Reading Challenge
- Ingham Arts Festival
- Local Sports carnivals including the Small Schools and Barnes Cup Athletics carnivals
- Romanello Shield soccer
- ANZAC day parade
- School excursions
- School Camp

### How Information and Communication Technologies are used to assist learning

ICTs are integrated across the curriculum at Toobanna State School. Computer and iPad to student ratios are 1:1 and ICTs are utilised whenever possible for learning experiences including the use of the interactive whiteboard. Our LOTE program (Italian) is conducted online through the use of online conferencing software.

## Social Climate

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
- Celebration Days with three other schools in the district
- Fancy Dress Parade and Disco
- Celebration Awards Night and Christmas Concert at the end of the year
- School Camp and/or Term Excursion
- Shared lunch and celebration of term's achievements.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
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)	100%	100%	
teachers at this school motivate their child to learn* (S2007)	100%	100%	
teachers at this school treat students fairly* (S2008)	100%	100%	

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
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%	

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
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)	100%	100%	86%
teachers treat students fairly at their school* (S2041)	100%	86%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	86%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
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%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

School staff welcome parents and family members to their classroom and involve them in all school activities. Toobanna State School has an active and supportive P&C.

Parent, teacher interviews are offered each semester. Parents are encouraged to make an appointment to discuss their child's education at any time. We focus on a proactive model of learning and teaching, where students' engagement is a priority.

Parents support the school's Homework and Reading programs. Traditionally students at Toobanna State School have been very sports orientated and taken a lot of pride in their sporting achievements. They have participated in many local sporting events and we are represented at District and Regional levels.

### Reducing the school's environmental footprint

Toobanna State School has actively sought to reduce our carbon footprint by reducing the use of air conditioners and heating. We have a solar panels installed which reduce our consumption of electricity from the grid.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	18,436	423
2012-2013	18,300	331
2013-2014	14,524	436

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.

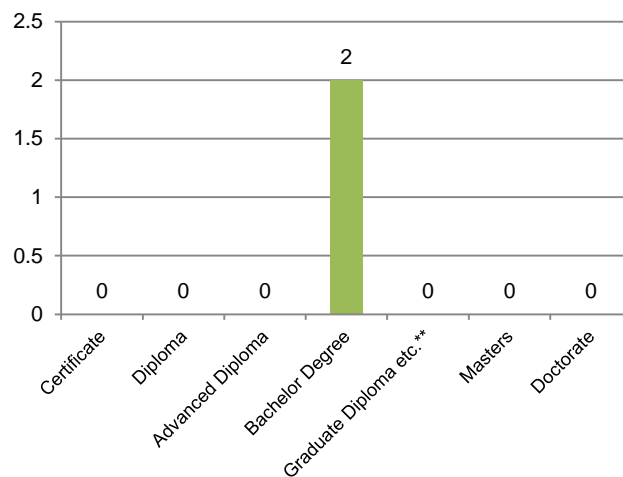
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	2	2	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>2</b>



\*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 2014 were \$6956.36.

The major professional development initiatives are as follows:

- Integrating ICT into the classroom to promote Literacy outcomes
- THRASS: Spelling and phonemic awareness program
- Explicit Instruction
- Cluster meetings
- Ingham Professional learning Community meetings
- Capability Officer meetings
- Principal Induction Program
- Regional Principals Forum
- First Aide training for all staff members

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 100% of staff was retained by the school for the entire 2014 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

Sector  Government  
 Non-government

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 webpage.

School financial information is available by selecting ‘**School finances**’ in the menu box in the top left corner of the school’s entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	96%	91%

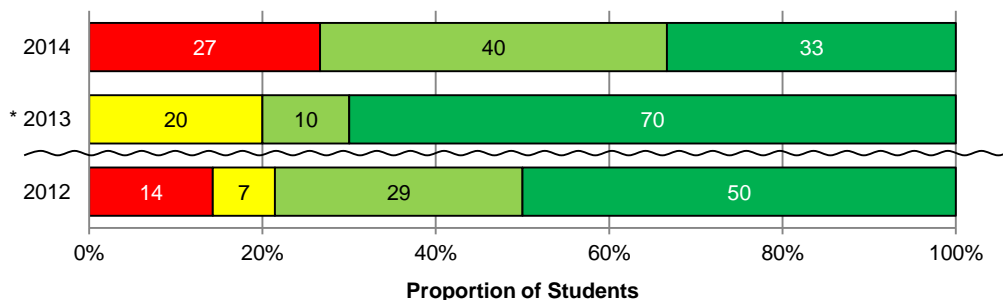
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	DW	DW	96%	93%	DW		96%					
2013	DW	94%		99%	93%	DW						
2014	DW	98%	DW	94%	92%	81%	93%					

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%



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 are marked electronically twice a day. Attendance Data is regularly analysed using OneSchool Classroom Dashboard.

Toobanna State School has sought to improve attendance by offering attendance incentives and prizes, offering breakfast/lunch programs, assisting families with transport when required.

### 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/>.

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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

Toobanna State School has worked hard to implement departmental Closing the Gap initiatives. We have successfully closed the gap in respect to attainment and retention of students. We are working with a number of support agencies to continue to close the gap in respect to attendance data.