

# Toobanna State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

At Toobanna State School students enjoy a safe and supportive 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 sport, Health and Physical Education programs. Students are encouraged to participate in a range of extra-curricula physical activity and sport. The children enjoy tennis, athletics, swimming, Australian Rules, Rugby League 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 their learning into the future.

### School progress towards its goals in 2015

During 2015 Toobanna State School has continued to progress towards its key operational goals, which were to;

- Develop and implement improvement strategies for Reading Comprehension
- Develop and implement improvement strategies for Numeracy
- Develop and embed an updated whole school Pedagogical Framework
- Utilise Great Results Guarantee funding to help facilitate school priorities

### Future outlook

Toobanna State School continues to be one of the fastest growing Small School in the Ingham District. This is the result of our commitment to delivering a world class education and supporting all our families and students. Programs that Toobanna State School has committed to funding in 2015 include;

- Whole School daily Reading and Spelling programs
- Semester long pre-Prep program to improve Prep learning outcomes and increase enrolments
- School Camp program with neighbouring Small Schools
- Extra-curricula sports programs run each term, both during and outside school hours

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	7	4	3	6	75%
2014	16	9	7	7	70%
2015	15	8	7	5	100%

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 four 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:

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 with students learning in smaller multi-aged groupings targeting their specific year levels or learning ability. 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		
	2013	2014	2015
Prep – Year 3	0	3	5
Year 4 – Year 7 Primary	7	13	10
Year 7 Secondary – Year 10			
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	0	1	0
Long Suspensions - 6 to 20 days	0	0	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

Curriculum at Toobanna State School is in accordance with the Australian Curriculum and based around the C2C multi-level resource documents. All other learning areas are delivered from Queensland Curriculum Assessment Authority [QCAA]. All lessons are delivered by the Teaching Principal and the Itinerant Teachers. At Toobanna State School we believe in differentiating to meet the needs and personal learning styles of individual students.

### Extra curricula activities

In 2015, Toobanna State School participated in the following extracurricular activities;

- Ingham Arts Festival
- Local Sports carnivals including the Small Schools and Barnes Cup Athletics carnivals and Swimming Carnivals
- Romanello Shield soccer
- Ingham ANZAC Day parade
- School Camp with local Small Schools
- AFL Auskick and NRL 'Backyard League' programs

### How Information and Communication Technologies are used to improve 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. The Technology aspects of the Australian Curriculum are fully embedded into teaching and learning.

## Social Climate

At Toobanna State School we celebrate the diversity of our students and cater our curriculum delivery to cater towards each student's individual learning style. Families are supported to send their children to school and engage with their child's education with a range of programs and incentives. 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 & Semesterly Parent/Teacher Interviews
- Fancy Dress Family Night
- Celebration Awards Night and Christmas Concert at the end of the year
- Annual School Camp

#### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
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%		83%
teachers at this school motivate their child to learn (S2007)	100%		100%
teachers at this school treat students fairly (S2008)	100%		83%
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	2013	2014	2015
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	67%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
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%	86%	100%
teachers treat students fairly at their school (S2041)	86%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	86%	83%
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:	2013	2014	2015
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%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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

Parents and families are actively engaged with their child's education through;

- monthly P&C meetings
- a range of celebration events/nights
- Semesterly parent/teacher meetings
- Regular classroom walkthroughs

### Reducing the school's environmental footprint

At Toobanna State School we have attempted to limit our environmental footprint through the installation and use of solar panels on our A Block building.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	18,300	331
2013-2014	14,524	436
2014-2015	22,548	275

\*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.

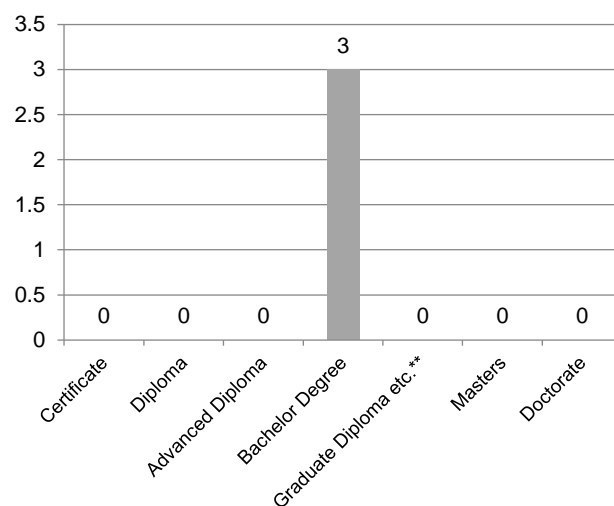
### Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	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	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>3</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 2015 were \$4,678.00

The major professional development initiatives are as follows:

- District Cluster and Moderations meetings
- Regional Professional Development seminars
- Lyn Sharratt – Putting Faces on the Data
- NQR Leading Teaching and Learning
- Mentoring Beginning Teachers (MBT)

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%	99%	97%

### 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 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).	96%	91%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	87%	73%

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 Primary schools was 93%.

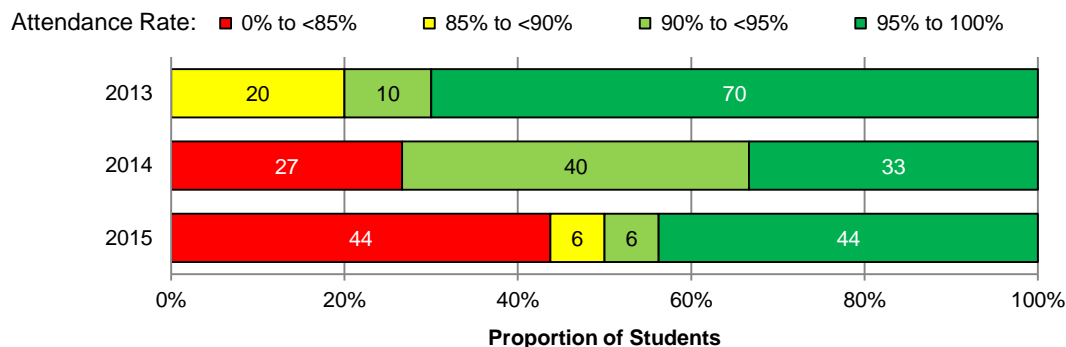
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	DW	DW	94%		99%	93%	DW						
2014	DW	DW	98%	DW	94%	92%	81%	93%					
2015	DW	83%	DW	90%	92%	81%	90%						

\*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.

Absenteeism at Toobanna State School is addressed with daily phone calls to families when students are absent from school. A range of attendance programs have also been undertaken to including;

- Attendance goal setting for all students
- Attendance rewards programs for students and families
- A range of attendance incentives and prizes
- 'Every Day Counts' education program for all families through regular newsletters and information material

### 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

The image shows a search interface for finding schools. It includes a text input field for 'School name' with a 'GO' button to its right. Below this is another text input field for 'Suburb, town or postcode'. Underneath, there is a 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large, prominent 'SEARCH' button.

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.