

Trebonne State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Established in 1906, Trebonne State School is a co-educational state school situated about 10km west of Ingham. Learning takes place in a self-disciplined, small school environment that encourages children to reach their potential. Our individualized programmes are a feature of the balanced curriculum offered by Trebonne State School.

Visitors to this small school are amazed at the quality of work produced by students and the range of educational activities available. Thanks to our supportive school community, our students participate in a wide variety of learning opportunities- camps, excursions, an extensive kitchen garden and cooking program, active participation in the Reef Garden Program and successful participation in Townsville District Chess Competition.

There is an active P and C, and students participate in many cultural and community events such as the Maraka and Ingham Arts Festival and the Ingham ANZAC parade. A healthy and active lifestyle is promoted with 'Smart Food' each morning, whole school participation in swimming lessons and sports such as tennis and soccer. A safe and positive school environment for all students is facilitated by the school-wide positive behaviour support program and the peer-support program.

Principal's Foreword

Introduction

Welcome to the 2016 School Annual Report for Trebonne State School. This report gives an insight into the status of Trebonne State School at the end of 2016. This report reflects our school performance in 2016, the school profile, social climate and curriculum offerings to promote positive and productive student learning outcomes for all students.

Trebonne State School continues to have a strong focus on Literacy & Numeracy to ensure the best possible outcomes for our students. The dedication of our staff and support of our Parents and Citizen's Association is a very strong aspect of our local community.

School Progress towards its goals in 2016

As our school continues to grow our future looks bright. Our goals as set out in the Annual Implementation Plan for 2016 are:

- Focus on Literacy
- Ensure Quality Teaching
- Develop Strong Community Partnership
- Whole school teaching and learning framework based on the Australian Curriculum and continued implementation of subject areas including HPE and Digital Technologies.

Future Outlook

Trebonne State School continues to show strong enrolment trends. As our school continues to grow our future looks bright. Our experienced staff members continue to refine and develop curriculum offerings which will meet both systemic and student needs. Other major foci for the next twelve months, as set out in the Annual Implementation Plan for 2017 are:

- Achieving success for every student through an intentional approach to improving the attendance and progress of every student.
- Strengthen targeted teaching, support and intervention for all students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	19	10	9		94%
2015*	15	6	9		100%
2016	20	10	10	1	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 2016, 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

Overview

The school caters for children from both urban and rural properties. Students at Trebonne State School come from the Trebonne Township, farming or rural families with some travelling from the town of Ingham.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	5	12	19
Year 4 – Year 7			
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Curriculum at Trebonne State School is based on the Australian Curriculum Framework and C2C resource documents. Trebonne State School offers a full range of key learning areas including; Maths, English, Geography, History, Science, the Arts, Technology, Health & Physical Education, Language Other than English (Italian Yr.5-6), Civics and Citizenship.

Other activities include:

- Stephanie Alexander Kitchen Garden School
- Ingham Arts Festival - Choral singing, Verse Speaking and Drama
- Combined School Camp for all students.
- Instrumental music-guitar
- Combined learning days with neighbouring small schools.

Extra curricula activities

- Romanello Shield - Football (Soccer)Carnival
- School wide participation in Maraka Festival Parade
- ANZAC Day Parade
- Chess - Interschool competitions
- ANZAC Day Commemorative Service.
- Touch Football Carnival.
- Cross Country and Athletics
- Swimming program

How Information and Communication Technologies are used to Assist Learning

Access to computers in a 'lab' situation allows teachers to plan learning experiences within units of work where ICT is used purposefully throughout the learning process to achieve curriculum intent. The interactive, multi-media and communication characteristics of Information and Communication Technologies that we have available – digital cameras, Bee Bots and interactive whiteboards, are used to provide challenging and motivating learning experiences which in turn promote high levels of engagement and student skill.

The classrooms are equipped with interactive whiteboards to allow whole class explicit instruction using ICT as a valuable teaching and learning tool. A set of laptops and a recharging trolley was purchased and available for loan by all teachers to enrich learning opportunities utilising ICTs. I pads were also purchased and made available for classroom use as needed. LOTE (Italian) is delivered online using web-conferencing.

Social Climate

Overview

The Trebonne State School motto of 'Let us be Strong in Mind and Body' is strongly embedded in the culture of the school. The school community works together to provide an environment that is challenging and stimulating, while nurturing the joy of learning. The social and emotional well-being of staff and students is an important aspect of the school. The school has a variety of staff whose role is to support staff, students and families. These include the Chaplain and Guidance Officer.

Our Responsible Behaviour Plan for Students encourages the use of a positive re-enforcement approach that builds relationships, encourages self-evaluation and helps to develop a positive social climate. The Program Achieve 'You Can Do It' (Prep – Year 6): Organisation, Confidence, Persistence, Resilience, Getting Along) program is used to support communities, schools and homes in a collective effort to optimise the social, emotional, and academic development of all children and young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience well-being and have positive relationships.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	100%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	75%	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%	100%
teachers treat students fairly at their school* (S2041)	63%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	75%	100%	86%
student behaviour is well managed at their school* (S2044)	50%	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)	88%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	DW	100%
they feel that their school is a safe place in which to work (S2070)	100%	DW	100%
they receive useful feedback about their work at their school (S2071)	67%	DW	60%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	DW	100%
students are treated fairly at their school (S2073)	100%	DW	100%
student behaviour is well managed at their school (S2074)	100%	DW	100%
staff are well supported at their school (S2075)	100%	DW	100%
their school takes staff opinions seriously (S2076)	DW	DW	100%
their school looks for ways to improve (S2077)	100%	DW	100%
their school is well maintained (S2078)	100%	DW	100%
their school gives them opportunities to do interesting things (S2079)	100%	DW	100%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016

'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

Trebonne State School has an active P&C, through which parents and community members are able to be involved in making decisions about their child's education. The school newsletter is used to provide information to parent on how to assist their children with social emotional learning, reading, writing and numeracy skills

Respectful relationships programs

Trebonne State School places an emphasis on creating respectful relationships through all interactions. Our school values are explicitly taught at several stages throughout the year and a focus is placed on creating positive relationships and understanding diversity through our Health curriculum. Student protections concerns follow due process and all matters are promptly reported to the Principal. The school utilizes a Chaplain to work with students and families.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	1
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.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

As an Earth Smart school, we are actively working towards reducing the school's environmental footprint. Mulch is used on our school gardens to reduce water needs, solar panels are installed on the roof and lights are turned off when rooms are not in use. A frog pond to increase biodiversity and an extensive food garden to reduce "food miles" and promote self-sufficiency have been established.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	21,258	829
2014-2015	24,629	696
2015-2016	20,102	1,049

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.

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.

Find a school

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time Equivalents	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	4
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$5000

The major professional development initiatives are as follows:

- The Australian Curriculum
- Digital Technologies
- OneSchool- Planning and Data Analysis
- Regional Principal's Business Meeting
- First Aid

The proportion of the teaching staff involved in professional development activities during 2016 was 100 %

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 75% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	97%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).			77%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

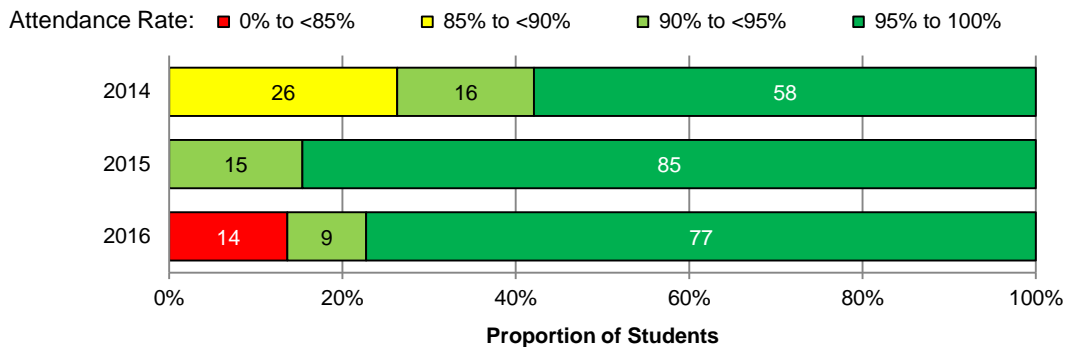
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	DW	97%		DW	93%	95%	96%	88%					
2015		DW	97%		DW	98%	98%						
2016	91%	77%	DW	96%	DW	98%	97%	100%					

*Attendance rates effectively count 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.

Continue to strongly advocate and support EQ policy around attendance and notification of absence of students; Monitor absences through One School.

Maintain strong family contact to ensure student's whereabouts are always known.

If a pattern of absenteeism is evident a meeting is arranged with parents to discuss this and possible strategies (or consequences) that need to be implemented to support the student attending school more regularly.

NAPLAN

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

Sector:

Government

Non-government

Where it states '**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.