



# Trebonne State School

## School annual report

Queensland state school reporting

**2024**



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**Contact details**

<b>Postal Address</b>	PO Box 1623 Ingham 4850
<b>Phone</b>	(07) 4777 1215
<b>Fax</b>	(07) 4777 1127
<b>Email</b>	<a href="mailto:principal@trebonness.eq.edu.au">principal@trebonness.eq.edu.au</a>
<b>Website</b>	<a href="https://trebonness.eq.edu.au">https://trebonness.eq.edu.au</a>

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# School context

Coeducational or single sex	Coeducational
Independent Public School	No
Year levels offered in 2024	Prep Year – Year 6
Webpages	<div>Additional information about Queensland state schools is located on the:</div> <ul style="list-style-type: none"><li>• <a href="#">My School</a> website</li><li>• <a href="#">Queensland Government data</a> website</li><li>• Queensland Government <a href="#">schools directory</a> website.</li></ul>

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2022	2023	2024	2022	2023	2024
Prep Year	5		3	5		3
Year 1	3	4		3	4	
Year 2	2	1	4	2	2	4
Year 3	1	1	2	1	1	2
Year 4	1	1	1	1	1	1
Year 5	2		2	2	1	2
Year 6	2	1	2	2	1	1
Total	16	8	14	16	10	13

Notes

1. Student counts include headcount of all full- and part-time students at the school.

### Average class sizes

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

Year Levels	2022	2023	2024
Prep – Year 3	16	10	13
Year 4 – Year 6			

Notes

1. Classes are measured against targets of 28 students per teacher in Years 4 to 10 and 25 students per teacher in Prep to Year 3 and Years 11 to 12. Where composite classes exist across cohorts (e.g. Year 3/4) the lower target is used.

## Social climate

### Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

**Table 3: Parent/Caregiver Survey**

Percentage of parents/caregivers who agree <sup>1</sup> that:	2022*	2023	2024
This is a good school.	DW	100.0%	100.0%
My child likes being at this school. <sup>2</sup>	DW	100.0%	100.0%
My child feels safe at this school. <sup>2</sup>	DW	100.0%	100.0%
My child's learning needs are being met at this school. <sup>2</sup>	DW	100.0%	100.0%
My child is making good progress at this school. <sup>2</sup>	DW	100.0%	100.0%
Teachers at this school expect my child to do their best. <sup>2</sup>	DW	100.0%	100.0%
Teachers at this school provide my child with useful feedback about their schoolwork. <sup>2</sup>	DW	100.0%	100.0%
Teachers at this school motivate my child to learn. <sup>2</sup>	DW	100.0%	100.0%
Teachers at this school treat students fairly. <sup>2</sup>	DW	100.0%	100.0%
I can talk to my child's teachers about my concerns. <sup>2</sup>	DW	100.0%	100.0%
This school works with me to support my child's learning. <sup>2</sup>	DW	100.0%	100.0%
This school takes parents' opinions seriously. <sup>2</sup>	DW	100.0%	100.0%
Student behaviour is well managed at this school. <sup>2</sup>	DW	100.0%	100.0%
This school looks for ways to improve. <sup>2</sup>	DW	100.0%	100.0%
This school is well maintained. <sup>2</sup>	DW	100.0%	100.0%

\* data not available

#### Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

**Table 4: Student Survey**

*Survey data is not available for this school.*

\* data not available

Table 5: Staff Survey

Percentage of staff who agree <sup>1</sup> that:	2022	2023*	2024
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	DW	DW	DW
I enjoy working at this school. <sup>2</sup>	100.0%	DW	100.0%
I feel this school is a safe place in which to work. <sup>2</sup>	100.0%	DW	100.0%
I receive useful feedback about my work at this school. <sup>2</sup>	100.0%	DW	DW
Students are encouraged to do their best at this school. <sup>2</sup>	100.0%	DW	100.0%
Students are treated fairly at this school. <sup>2</sup>	100.0%	DW	100.0%
Student behaviour is well managed at this school. <sup>2</sup>	100.0%	DW	100.0%
Staff are well supported at this school. <sup>2</sup>	100.0%	DW	DW
This school takes staff opinions seriously. <sup>2</sup>	100.0%	DW	100.0%
This school looks for ways to improve. <sup>2</sup>	100.0%	DW	100.0%
This school is well maintained. <sup>2</sup>	100.0%	DW	100.0%
This school gives me opportunities to do interesting things. <sup>2</sup>	100.0%	DW	DW

\* data not available

Notes

- 1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
- 2. Nationally agreed staff items.
- 3. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2022	2023	2024
Short suspension	0	0	0
Long suspension	0	0	0
Exclusion	0	0	0
Total	0	0	0

Notes

- 1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
- 2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.

# School funding

## School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

### 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.



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



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



## Staff profile

## Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

# Workforce composition

## Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Headcount	<5	<5	<5	6	5	6			
FTE	<5	<5	<5	<5	<5	<5			

- Notes
- 1. Teaching staff includes school leaders.
  - 2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
  - 3. FTE = full-time equivalent

# Student performance

## Key student outcomes

### Student attendance

Tables 8–9 show attendance rates at this school as percentages.

Table 8: Overall student attendance at this school

Description	2022	2023	2024
Overall attendance rate for students at this school	92%	90%	90%

- Notes
- 1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
  - 2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2022	2023	2024
Prep Year	93%		93%
Year 1	93%	89%	
Year 2	93%	95%	90%
Year 3	DW	88%	79%
Year 4	DW	DW	DW
Year 5	86%	60%	94%
Year 6	95%	90%	DW

- Notes
- 1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
  - 2. Full-time students only.
  - 3. DW = Data withheld to ensure confidentiality.

## 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.

Search by school name or suburb

School sector

School type

State

Q

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

View School Profile

- 4. Click on *NAPLAN* and select a year to view school NAPLAN information.

School profileNAPLANAttendanceFinancesVET in schoolsSenior secondarySchools map

- Notes
- 1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
  - 2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.