|  |
| --- |
| 1118D:\abowe44\My Documents\My Pictures\trebonne\2018\36437239_10213539968626865_5286208888507465728_n.jpgD:\abowe44\My Documents\My Pictures\trebonne\IMAG0815.jpgD:\abowe44\My Documents\admin\advertising\enrol 2018\IMG_0928.jpg |
| Trebonne State School |
| ANNUAL REPORT |
| 2018 |
| Queensland State School Reporting |
| Every student succeeding  State Schools Strategy  Department of Education |

|  |
| --- |
| Contact information |
|  |

|  |  |
| --- | --- |
| Postal address | PO Box 1623 Ingham 4850 |
| Phone | (07) 4777 1215 |
| Fax | (07) 4777 1127 |
| Email | principal@trebonness.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on:   * the [*My School*](http://www.myschool.edu.au/) website * the [Queensland Government data](http://data.qld.gov.au/) website * the Queensland Government [schools directory](https://schoolsdirectory.eq.edu.au/) website. |
| Contact person | Ms. Anne Bower- principal |

|  |
| --- |
| From the Principal |
|  |

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.

***We work diligently to create an environment where everyone feels cared for and supported.***

Visitors to our 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, a kitchen garden and cooking program, active participation in the Reef Garden Program.

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.

School progress towards its goals in 2018

Trebonne State School continued to progress towards its goals from the Annual Implementation Plan for 2018:

* Improvement in reading and writing for all students
* Maintain targeted teaching, support and intervention for all students.
* Establish and maintain 21st century learning through digital classrooms
* Systematic delivery of curriculum, teaching and assessment across school site
* Continue to implement the Australian Curriculum

Future outlook

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 2019 are:

Improvement priority-**Writing**

Pedagogical practices linked to data for improved learning outcomes

Improvement priority: **Digital Classrooms**

Focus on enhancing students’ digital capability

Improvement priority: **Safe and Collaborative Culture**

Whole school approach to social and emotional wellbeing.

|  |
| --- |
| Our school at a glance |
|  |

School profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Coeducational or single sex | Coeducational | | | |
| Independent public school | No | | | |
| Year levels offered in 2018 | Prep Year - Year 6 | | | |
| Student enrolments |  | | | |
| Table 1: Student enrolments at this school |  | | | |
| Enrolment category | 2016 | 2017 | 2018 | 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](https://earlychildhood.qld.gov.au/early-years/kindergarten-programs/kindergarten-in-indigenous-communities) 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. |
| Total | 20 | 19 | 15 |
| Girls | 10 | 8 | 6 |
| Boys | 10 | 11 | 9 |
| Indigenous | 1 | 3 | 2 |
| Enrolment continuity (Feb. – Nov.) | 100% | 74% | 100% |

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

Characteristics of the student body

Overview

Our school caters for children from both urban and rural properties. Students at Trebonne State School come from the Trebonne Township, local farming or rural families and some students travelling from the town of Ingham. Students come to Trebonne State School because of the way in which we implement our philosophy of catering for the individual learning needs of our children in a multi-age structure. Diversity is valued in all classrooms and throughout the school. Our school’s inclusion practices means that we attract students at various developmental stages.

Average class sizes

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phase of schooling | 2016 | 2017 | 2018 | Note:  The [class size](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools) 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. |
| Prep – Year 3 | 19 | 19 | 14 |
| Year 4 – Year 6 |  |  |  |
| Year 7 – Year 10 |  |  |  |
| Year 11 – Year 12 |  |  |  |

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, H.A.S.S, Science, the Arts, Technologies, Health & Physical Education, Language Other than English (Italian Yr.5-6)

All learning and teaching occurs within a multi-age context with the focus being on developing deep learning capabilities including creativity, communication, critical thinking, character, collaboration and citizenship.

**Other activities include:**

* Kitchen Garden
* Ingham Arts Festival
* School Camp
* Reef guardian
* Combined learning days with neighbouring small schools
* School excursions

Co-curricular activities

* Romanello Shield - Football (Soccer )Carnival
* ANZAC Day Parade
* ANZAC Day Commemorative Service.
* Touch Football Carnival.
* Cross Country and Athletics
* Swimming program
* Combined small school curriculum days

How information and communication technologies are used to assist learning

Access to individual laptop computers in the classroom 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. I pads are also available for classroom use as needed. LOTE (Italian) is delivered online using web-conferencing.

Social climate

Overview

Our school strives to be a happy and safe place - a supportive school environment in which individual differences are acknowledged and valued, and in which each student, staff member and parent feels safe and happy.

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

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% | 100% | DW |
| * this is a good school (S2035) | 100% | 100% | DW |
| * their child likes being at this school\* (S2001) | 100% | 100% | DW |
| * their child feels safe at this school\* (S2002) | 100% | 100% | DW |
| * their child's learning needs are being met at this school\* (S2003) | 100% | 100% | DW |
| * their child is making good progress at this school\* (S2004) | 100% | 100% | DW |
| * teachers at this school expect their child to do his or her best\* (S2005) | 100% | 100% | DW |
| * teachers at this school provide their child with useful feedback about his or her school work\* (S2006) | 100% | 100% | DW |
| * teachers at this school motivate their child to learn\* (S2007) | 100% | 100% | DW |
| * teachers at this school treat students fairly\* (S2008) | 100% | 100% | DW |
| * they can talk to their child's teachers about their concerns\* (S2009) | 100% | 100% | DW |
| * this school works with them to support their child's learning\* (S2010) | 100% | 100% | DW |
| * this school takes parents' opinions seriously\* (S2011) | 100% | 100% | DW |
| * student behaviour is well managed at this school\* (S2012) | 100% | 100% | DW |
| * this school looks for ways to improve\* (S2013) | 100% | 100% | DW |
| * this school is well maintained\* (S2014) | 100% | 100% | DW |
| \* 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) | 100% | 100% |  |
| * they like being at their school\* (S2036) | 100% | 100% |  |
| * they feel safe at their school\* (S2037) | 100% | 100% |  |
| * their teachers motivate them to learn\* (S2038) | 100% | 100% |  |
| * their teachers expect them to do their best\* (S2039) | 100% | 100% |  |
| * their teachers provide them with useful feedback about their school work\* (S2040) | 100% | 100% |  |
| * teachers treat students fairly at their school\* (S2041) | 100% | 100% |  |
| * they can talk to their teachers about their concerns\* (S2042) | 100% | 100% |  |
| * their school takes students' opinions seriously\* (S2043) | 86% | 100% |  |
| * student behaviour is well managed at their school\* (S2044) | 100% | 100% |  |
| * their school looks for ways to improve\* (S2045) | 100% | 100% |  |
| * their school is well maintained\* (S2046) | 100% | 100% |  |
| * their school gives them opportunities to do interesting things\* (S2047) | 100% | 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% | 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) | 60% | 100% | 100% |
| * 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% | 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% | 86% | 100% |
| * their school is well maintained (S2078) | 100% | 71% | 100% |
| * their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 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. | | | |

Parent and community engagement

One of the great strengths of Trebonne State School is the partnership between the school, parents and broader community. There are many informal ways that this interaction takes place such as parent support of school events including sporting events, Graduation and ANZAC Ceremonies. 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. This group of hard -working people engages in professional discussions and fundraising that assists the school, organisationally and financially.

Respectful relationships education 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

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

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

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 | 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. |  |
| --- | --- | --- | --- | --- | --- |
| Electricity (kWh) | 20,102 | 17,830 | 20,738 |  |
| Water (kL) | 1,049 | 1,819 | 14 |  |
|  |  |  |  |  |

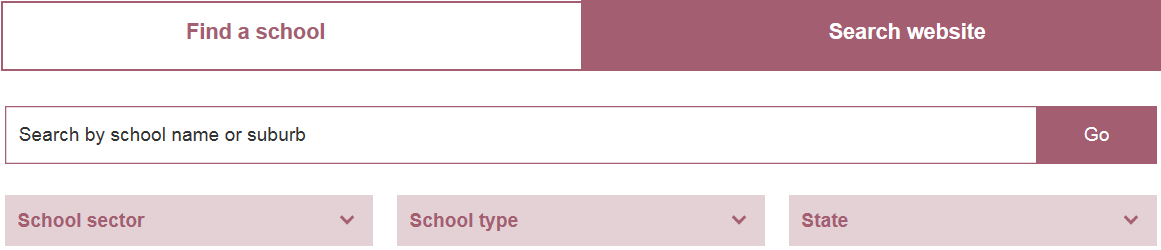
School funding

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*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘Finances’ and select the appropriate year to view the school financial information.



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 | 3 | 6 | 0 |
| Full-time equivalents | 1 | 2 | 0 |
| \*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 | \*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
| --- | --- | --- |
| Doctorate |  |
| Masters |  |
| Graduate Diploma etc.\* |  |
| Bachelor degree | 3 |
| Diploma |  |
| Certificate |  |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $ 3551.48

The major professional development initiatives are as follows:

* The Australian Curriculum
* Digital Technologies
* Inclusive classrooms
* Regional Principal’s Business Meeting
* First Aid

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. | 96% | 94% | 98% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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 Primary schools was 92%.

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 | 96% | 92% | 91% |
| Attendance rate for Indigenous\*\* students at this school | 77% | DW | 83% |
| \* 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 |  | Year level | 2016 | 2017 | 2018 | 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. |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 91% | 88% | 87% |  | Year 7 | 100% |  |  |
| Year 1 | 77% | 92% | 89% |  | Year 8 |  |  |  |
| Year 2 | DW | DW | 92% |  | Year 9 |  |  |  |
| Year 3 | 96% | 96% | DW |  | Year 10 |  |  |  |
| Year 4 | DW | 93% | DW |  | Year 11 |  |  |  |
| Year 5 | 98% | DW | 96% |  | Year 12 |  |  |  |
| Year 6 | 97% | 97% | 89% |  |  |  |  |  |

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx); and [*Roll Marking in State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Roll-Marking-in-State-Schools.aspx)*,* which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the 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.

Our school 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.

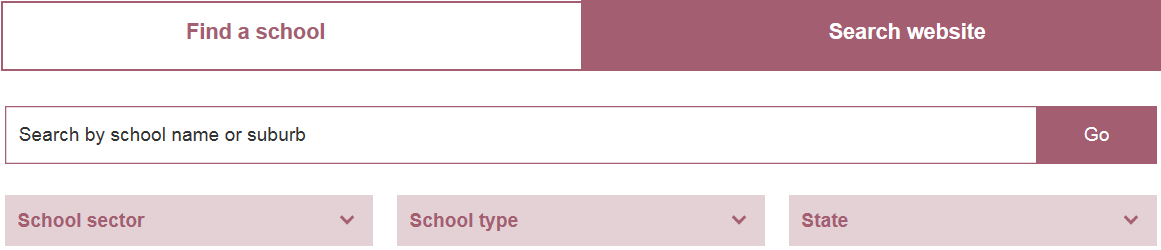
If a pattern of absenteeism is evident a meeting is arranged with parents to discuss this and possible strategies (or consequences) that need to be implemented to support the student attending school more regularly.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [*My School*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘NAPLAN’ to access the school NAPLAN information.



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](http://www.nap.edu.au/naplan)) is an annual assessment for students in Years 3, 5, 7 and 9.