



"Educating and Inspiring Lifelong Learners"

Teelba State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Teelba State School is part of the Darling Downs South West District and is located in a rural setting 215km west of Dalby. In 2016 Teelba State School celebrated 50 years in operation. Teelba State School caters for students in Prep to Year Six in co-educational, multi-age classroom settings. Teelba State School exists to provide professional educators and resources for rural children, giving them the opportunity to learn and grow in a socially stimulating and supportive environment. We equip young people for the future and to become lifelong learners. This will enable our students to contribute to a socially, economically and culturally vibrant society.

Principal's Foreword

Introduction

This report contains information about the school's:

- Progress towards 2016 goals
- The sharp and narrow improvement agenda for 2017
- Student information and performance data
- Curriculum delivery
- Parent, student and staff satisfaction
- Environmental footprint
- Staff profile

School Progress towards its goals in 2016

Priority One: Writing

Strategy: Develop the Teelba State School Explicit Teaching of Writing Program.

IN DEVELOPMENT, TO BE CONTINUED IN 2017

In 2016 the spelling, grammar and punctuation aspects of the program were reviewed, adjusted, documented and implemented. Work will continue on other aspects of the writing program in 2017.

Priority Two: Highly effective feedback to students

Strategy: Implement the Teelba State School Highly Effective Feedback Model.

IN DEVELOPMENT, TO BE CONTINUED IN 2017

Feedback implemented in some lessons across the school. Work will continue in this area in 2017 to continue to develop various feedback skills of teachers across learning areas.

Priority Three: Attainment

Strategy: Clearly document and align differentiation.

IMPLEMENTED

Teachers record differentiation within classes using OneSchool functionalities.

Future Outlook

Teelba State School's sharp and narrow focus for 2017 is:

Priority One: Writing

Target: To increase the percentage of Prep to Year Six students achieving a 'B' standard or above in English from 62% in 2016 to 75% in 2017.

Strategy: Continue to develop aspects of the Teelba State School Explicit Teaching of Writing Program including quick write and vocabulary.

Priority Two: Highly effective feedback to students

Target: By Term Four students are receiving highly effective feedback at least twice per day.

Strategy: Implement the Teelba State School Highly Effective Student Feedback Model into the teaching and learning cycle. Utilise coaching sessions to develop teacher's capabilities in this area.

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	23	14	9		100%
2015*	21	12	9		95%
2016	23	12	11		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

Teelba is a remote farming community in the heart of southern Queensland. Students travel up to 50km each way to attend school each day. The school has the support of an active and progressive community. Following Year 6, students go on to attend boarding schools, generally in the Toowoomba/ Brisbane/ Gold Coast regions.

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	23	22	23
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

- A multiage approach to student grouping;
- Students learn in 1-to-1 iPad classrooms;
- A differentiated approach to student learning;
- A whole-school approach to the teaching and learning of spelling;
- All students have access to IXL and Literacy Planet both at school and from home;
- Students in Years Three to Six are registered members of the Lexile reading program. They read books and progress through levels and activities at their own pace;
- Students in Grades Three to Six participate in Japanese lessons with the assistance of the Brisbane School of Distance Education;
- Students enjoy the expertise of visiting Arts teachers;
- The students annually enjoy both a cultural and a swimming camp.

Co-curricular Activities

- Students at Teelba enjoy expert coaching in a number of sports, including tennis, netball, athletics, and swimming.
- District and Regional representation exist for our students in a range of sports including Cross Country, Soccer, Touch Football and Netball.
- Year 4 to 6 students participate in an annual Public Speaking Competition.

How Information and Communication Technologies are used to Assist Learning

At Teelba State School, students use the internet to access up-to-date information about the topics they are researching and investigating. Students use iPads or laptops to participate in Lexile activities, which can also be accessed from the students' computers at home. The students use both Microsoft and Apple software to publish their work. They enhance their learning and presentations by using video and still cameras. They access their Curriculum into the Classroom lessons through their iPads in class, and the classroom projectors are used to incorporate digital technology in the delivery of lessons.

Social Climate

Overview

Due to the small size of the school and community, all families are well known to staff and are encouraged to be active participants in the education of their children. Teelba State School practises an open door policy and parents are aware that they can contact staff with concerns. As all parents are involved in delivering and collecting their children to and from school, morning and afternoon 'classroom door' meetings help to foster the relaxed, friendly and caring atmosphere within the school.

Teelba State School offers Religious Education experiences to all students throughout the year, voluntarily provided by a Minister of Religion based in St George. Teelba is a Positive Behaviours for Learning School, and utilises the strategies it promotes in dealing with student behaviours.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	100%	88%	100%
this is a good school (S2035)	100%	88%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	88%	75%
their child is making good progress at this school* (S2004)	100%	75%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	100%
teachers at this school motivate their child to learn* (S2007)	100%	88%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	100%	88%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	75%	100%
this school takes parents' opinions seriously* (S2011)	100%	88%	100%
student behaviour is well managed at this school* (S2012)	100%	88%	100%
this school looks for ways to improve* (S2013)	100%	88%	100%
this school is well maintained* (S2014)	100%	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)	86%	100%	100%
they feel safe at their school* (S2037)	88%	100%	100%
their teachers motivate them to learn* (S2038)	75%	100%	100%
their teachers expect them to do their best* (S2039)	88%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	100%	100%
teachers treat students fairly at their school* (S2041)	75%	100%	100%
they can talk to their teachers about their concerns* (S2042)	63%	100%	100%
their school takes students' opinions seriously* (S2043)	75%	100%	100%
student behaviour is well managed at their school* (S2044)	88%	100%	100%
their school looks for ways to improve* (S2045)	88%	100%	100%
their school is well maintained* (S2046)	75%	86%	100%
their school gives them opportunities to do interesting things* (S2047)	63%	86%	100%

Staff opinion survey

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

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

* 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

Teelba State School is a small, rural school, strongly supported by the parents and the wider community as a whole. Opportunities for parents and community members to be involved with the school include curriculum support through The Arts, swimming, sporting events and school camps. Parents participate in special activities and celebrations throughout the year including culminating days, sporting events and the end of year concert.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	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.

Environmental Footprint

Reducing the school's environmental footprint

Teelba State School is located in a rural area where the only source of water is from tanks and one dam. As a result the school community is very conscious of water use and keep this to a minimum. The school has solar panels which reduces our mains electricity usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	8,959	0
2014-2015	8,519	
2015-2016	16,741	

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

GO

Sector:

Government

Non-government

SEARCH

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	3	5	0
Full-time Equivalent	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	3
Diploma	0
Certificate	0

*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 \$4475.50.

The major professional development initiatives are as follows:

- Principal participation in Principal Business Meetings
- Band 5 Principal Meetings
- Coaching and Feedback professional development, including coaching with a Pedagogy Coach
- Principal network professional development
- Staff Meeting professional development
- Seven Steps to Writing Success Training
- Autism Asperger's Sensory Workshop

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.	98%	99%	100%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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%	94%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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%.

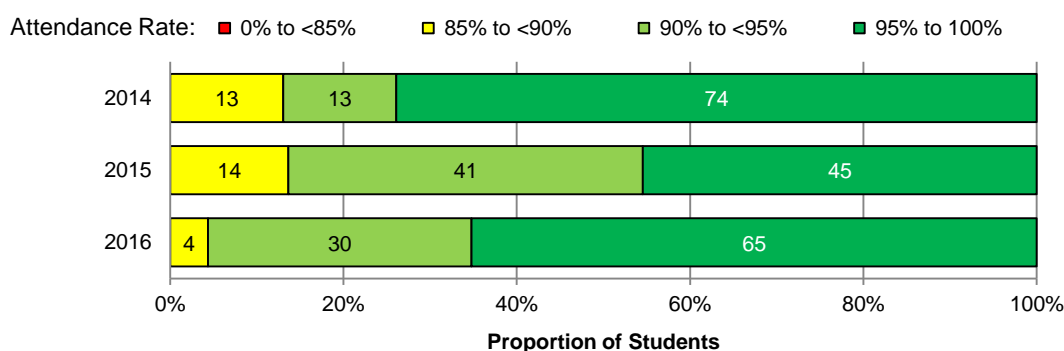
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	95%	94%	95%	96%	98%	95%	98%					
2015	93%	91%	94%	95%	96%	94%	95%						
2016	96%	91%	95%	97%	97%	98%	95%						

*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.

At Teelba State School the roll is marked twice daily. The roll is marked in the morning as school begins and then again after the second lunch. It is a requirement of Teelba State School that parents or carers notify the school if their child/children are going to be away (Due to the distances families travel to school this has been put in place as a Health and Safety policy.). As a result of this policy there are rarely any unexplained absences.

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.

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Non-government

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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.