Teelba State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Teelba State School was established in 1966 and is part of the Darling Downs South West District, 215km west of Dalby. Teelba State School is located within prime cattle and agricultural country in a remote, rural setting.

Teelba State School embraces the country lifestyle, however it also embraces high standards of performance and accountability across all aspects of the curriculum and school operations. Teelba State School caters for students in Prep to Year Six in coeducational, multi-age classroom settings. At Teelba each student's learning and development is central to all operations.

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 ensure there is a coherent, sequenced plan for curriculum delivery based on the Australian Curriculum. This ensures consistent teaching and learning across all grades with aligned assessment and reporting.

Parents and families are integral members of the school community and partners in the students' education. We have a strong P&C which helps with shaping the direction of school programs and policies, fundraising and working bees.

At Teelba State School we equip young people for the future and to become lifelong learners, enabling our students to contribute to a socially, economically and culturally vibrant society.

School progress towards its goals in 2018

Explicit Improvement Agenda

Target: Increase the number of students achieving a 'B' standard or above in English, Mathematics and Science from 55% (2017) to 65% (2018). This target was exceeded.

Strategies:

- All staff worked closely with our RPO to develop an explicit teaching of vocabulary program for the whole school.

- School staff formally used the Inquiry Cycle to document our vocabulary journey.

Curriculum, Pedagogy and Learning

Target: 100% of students achieving a 'C' level or above in English, Mathematics and Science. This target was achieved.

Strategies:

- School staff used the Inquiry Cycle to review student data and develop strategies to improve teaching practice and student outcomes with a vocabulary focus.

- School staff worked with internal and external coaches where necessary to improve teacher practice and student outcomes in relation to vocabulary.

Leadership and Capability Development

Target: 100% of staff show satisfaction with the ability for the principal to lead learning in relation to the 2018 EIA in the School opinion Survey. Target achieved.

Strategies:

- A Professional Learning Plan was used to document professional learning that took place for all staff, particularly in relation to vocabulary.

- Performance Development Plans aligned with the vocabulary improvement agenda, for all classroom staff.

- Staff engaged with our RPO to ensure focused staff meeting professional development on vocabulary.

- Continual focus on our explicit improvement agenda through facilitating professional conversations and coaching and feedback.

- Moderation took place as part of the Inquiry Cycle.

School and Community Partnerships

Target: For 100% of our parent body to be aware of the 2018 EIA and the progress that is being made towards achieving that agenda throughout the year. Ongoing.

Strategies:

- Newsletters and P&C meetings were used to give information and discuss with parents the EIA and how the school is travelling in relation to achievement.

Future outlook

Explicit Improvement Agenda

Increase the percentage of students achieving a 'B' standard or above in English from 80% (2018) to 85% in (2019).

Strategies:

- All staff work closely with our PATAL to develop an explicit teaching of writing program for the whole school with a genre focus.
- School staff formally use the Inquiry Cycle to document our writing journey.

Curriculum, Pedagogy and Learning

Target: 100% of students achieving a 'C' level or above in English, Mathematics and Science.

Strategies:

- School staff use the Inquiry Cycle to review student data and develop strategies to improve teaching practice and student outcomes with a writing focus.
- School staff work with internal and external coaches where necessary to improve teacher practice and student outcomes in relation to writing.

Leadership and Capability Development

Target: 100% of staff show satisfaction with the ability for the principal to lead learning in relation to the 2019 EIA in the School opinion Survey.

Strategies:

- Performance Development Plans will be aligned with the writing improvement agenda, for all classroom staff.
- Staff engage with our PATAL to ensure focused staff meeting professional development on writing.
- Continual focus on our explicit improvement agenda through facilitating professional conversations and coaching and feedback.
- Moderation will take place as part of the Inquiry Cycle.

School and Community Partnerships

Target: For 100% of our parent body to be aware of the 2019 EIA and the progress that is being made towards achieving that agenda throughout the year.

Strategies:

- Newsletters and P&C meetings will be used to give information and discuss with parents the EIA and how the school is travelling in relation to achievement.

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
Total	23	24	25
Girls	12	11	11
Boys	11	13	14
Indigenous			
Enrolment continuity (Feb. – Nov.)	100%	100%	100%

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 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.

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

Characteristics of the student body

Overview

Teelba is a remote farming community in the heart of southern Queensland. Students travel up to 54km 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	25
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size 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.

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 Five and Six participate in Japanese lessons as registered students of the Brisbane School of Distance Education;
- Students enjoy the expertise of visiting Arts specialists;
- The students annually enjoy a cultural and 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 cluster schools 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 to participate in a range of academic activities, some of 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, still cameras and a wide range of apps. Students 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 accesses Religious Education experiences which are voluntarily provided on an irregular basis. Teelba is a Positive Behaviours for Learning School, and utilises the strategies it promotes in dealing with student behaviours.

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%	100%
• this is a good school (S2035)	100%	100%	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)	75%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%

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Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	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%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	89%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

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%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	93%	100%
• their teachers motivate them to learn* (S2038)	100%	93%	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)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	93%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	93%	93%
• their school looks for ways to improve* (S2045)	100%	93%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

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)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	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, genius hour presentations and the end of year concert. The community can access the school facilities for events through consultation with the principal.

Respectful relationships education programs

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

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
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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.

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Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	16,741	10,323	15,001
Water (kL)			

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.

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.

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.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

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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	5	0
Full-time equivalents	2	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
Doctorate	0
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	3
Diploma	0
Certificate	0

*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 2018 were $2 356.50.

The major professional development initiatives are as follows:

- Principal participation in Regional Development Days
- Band 5 Principal Meetings
- Staff Meeting professional development
- PBL professional development
- Planning and Accountability workshops
- Corporate services professional development
- Asbestos training
- IT professional development
- Moderation
- Online Professional Development - Reading
- State Schooling and Data Roadshow professional development

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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.	100%	97%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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%	94%	94%
Attendance rate for Indigenous** students at this school			

* 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

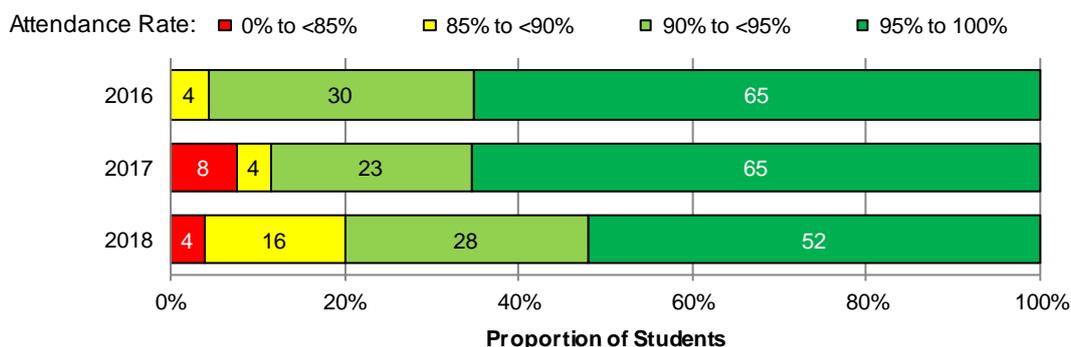| Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	96%	92%	92%	Year 7			
Year 1	91%	92%	91%	Year 8			
Year 2	95%	95%	96%	Year 9			
Year 3	97%	91%	93%	Year 10			
Year 4	97%	97%	93%	Year 11			
Year 5	98%	94%	97%	Year 12			
Year 6	95%	97%	93%				

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.

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Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016		4	30	65
2017	8	4	23	65
2018	4	16	28	52

Proportion of Students (0% to 100%)

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.

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 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.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools 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.

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