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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

Linville State School is a P-7 multi-age, small country school. We are situated 7 km's North of Moore, in a rural setting which boasts a beautiful view of the surrounding country side and the upper reaches of the Brisbane River. We are happy to share our curriculum achievements and school profile with you.

This Annual School Report is a formal report required for systemic accountability and improvement purposes. The report provides information for Education Queensland on the achievement of its declared priorities for that year, as well as communicating the range and scope of our schools curriculum and successes.

The Annual School Report is a public document that provides output and outcome information on the achievement of the goals in the school's Annual Operation Plan. It highlights the school's strengths and also sets out targets for improvement during following years. To gain maximum benefit from this Annual School Report it should be read alongside other information such as school reports for your child and school newsletters.

School progress towards its goals in 2011

2011 started with massive interruptions for students getting to school, due to the unprecedented natural events that occurred across the state. The impacts of these events were felt in many communities across the state, including at Linville. Despite the interrupted start to the year students and staff at Linville State School continued to focus strongly on Literacy and Numeracy in 2011, with the added focus of engaging students through ICT's. With the impending introduction of the Australian Curriculum in 2012, our staff worked on how the new curriculum would be implemented in our setting.

Our NAPLAN results for 2011 continued the excellent progress achieved in previous years, with 100% of students at, or above the National Minimum Standard in Reading, Writing, Grammar, Punctuation, Spelling and Numeracy in Years 3, 5 and 7. Our students, staff and community are very excited about the high performance levels we continue to attain. Our performance is reflective of the hard work and determination of our students, staff and community. We expect to maintain this high standard in the future.



Cooyar Sports Day



Indigenous Arts Day



Orienteering at Camp Duckadang



Cross Country



Tree Planting



Smart Moves

Our students were involved in a variety of learning experiences throughout the 2011 school year; sports carnivals, swimming, cross country, bike rides, Under Eights Day, Arts Council and performance days. Our students thrive on the opportunity to learn through a variety of modes and we will continue to encourage a hands-on, authentic approach to teaching and learning.

Future outlook

As outlined in our Annual Implementation Plan, Linville State School will continue to work towards continued high performance of literacy, numeracy and ICT's outcomes, targeted intervention for students not achieving school and national benchmarks and strong community-school relationships. Over the coming year, Linville Staff will be implementing the English, Mathematics and Science learning areas of the Australian Curriculum. We will be auditing and reviewing our current curriculum documents and aligning them to the new Australian Curriculum. Our teachers will continue to participate in QCAT moderation processes to ensure our students are meeting state standards. Our staff will continue to provide engaging, 'real life' learning experiences which relate to our students and our community and continue to promote and utilise the benefits of our small, multi-age setting.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
29	12	17	97%

Characteristics of the student body:

Linville State School is a small country school, which has held a steady enrolment of between 25 - 30 students over the past few years. Many of our students come from rural farming families with the remainder living in town on house blocks. Linville State School has a long history and sense of tradition, celebrating its centenary in 2001. 9 % of Linville students identify as indigenous, while 100% of students speak Standard Australian English. The students in the school show a keen interest and talent in sporting, musical and academic endeavours.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	14.5
Year 4 – Year 10	
Year 11 – Year 12	
All Classes	14.5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Linville State School's purpose is to provide high quality education services, which develop all students to their full potential so that they are able to contribute positively to, and be active participants in, a socially, economically and culturally vibrant society. Our core business is teaching and learning.

The school offers a curriculum which focuses heavily on both numeracy and literacy. The curriculum is delivered in an authentic and meaningful way and promotes skill development through real life and life-like investigations and experiences. Small class sizes allow for individual tailored programs and student orientated teaching and learning. We individualise supportive, but challenging learning plans for students to maximize their talent and provide opportunities for them to develop their skills. Linville State School has an emphasis on environmental education programs that are embedded in the school curriculum plan. Linville State School participates in the Linville-Moore Anzac Day Service each year. Throughout the year, the school proudly participates in a variety of sporting and physical activities. We also offer one-on-one intervention to cater for individual needs. Music, Physical Education and LOTE is delivered through specialist teachers. We actively encourage our students to see themselves as part of a larger and wider community. They are encouraged to look for opportunities to contribute positively in our school and the wider community.

Extra curricula activities

Linville State School offers the following extra curricula activities: Under 8's Day, Education Week, Benarkin-Linville Bike Ride, Book Week, Art's Council, 'Count Us In' Music Concert, Cross Country, Interschool Athletics Carnival, Swimming, Tennis Lessons, Cluster Science Days, School Camps, Unit based excursions, Discos, Movie Nights, Awards Night and Graduation Night

How Information and Communication Technologies are used to assist learning

Information and communication technologies enhance our learning experiences at Linville State School. The classrooms are equipped with four to six computers and each has an interactive digital whiteboard. All students are taught to save and retrieve information from their own digital portfolios and make use of computer technology to prepare and present information for assessment purposes.

Students have frequent access to computers. For younger students, this may involve reading and responding to stories, writing stories, creating digital images, using digital photography, using simple versions of word processing, spread sheets, and PowerPoint presentations, as well as using CDs for literacy and numeracy skill development. Older students are involved with the above, but also use the Internet, web forums, and electronic encyclopaedias for research. Older students are also involved in a robotics and computer programming unit.

Our teachers have attended professional development sessions in using ICT's to add to the learning experiences of students at our school.

Social climate

Linville State School students enjoy a close and supportive community atmosphere where all members are encouraged to become involved in the school and the learning process. This enables a constructive and positive approach and is part of our school direction. Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

Staff and parents work together collectively to ensure that all children can learn and develop within their school environment without disruptive behaviour hindering their success and

Parent, student and teacher satisfaction with the school

Results of the School Opinion Survey reveal that staff, students and parents are happy to come to Linville State School. Responses are consistently above state benchmarks. This is to the credit of the entire school community working together to provide the best possible opportunities for students at Linville.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	87%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	93%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	90%
Percentage of staff members satisfied with morale in the school	100%

DW – Data withheld

enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching. We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly, and practicing problem solving skills.

Involving parents in their child's education

Linville State School encourages parents and community members to become involved in the daily routines and operations of the school. Due to the small size of the school, parents often volunteer their time to help with activities such as daily reading, changing home readers and group rotations. Parents also have many opportunities to have daily informal conversations with staff, and to follow their child's progress. Parents are provided with formal opportunities for regular parent-teacher interviews. Fortnightly newsletters are sent home or e-mailed to communicate upcoming and current happenings and also include a photo of our student award winners each week. Linville State School also holds a parade each week to celebrate student achievement, thank volunteers and staff and make announcements and reminders. Parents are encouraged to attend these parades.

The P&C is a hard-working body which provides a "Healthy Choices" Tuckshop for students several times each term. In 2011 the P&C committee participated in a wide range of fundraising activities. The funds raised by the P & C have been used to assist with resources, activities and transportation for students to extra-curricular events.

Reducing the school's environmental footprint

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

Linville State School is committed to environment education and this is embedded in our school curriculum plan. The School community is very proud of the work achieved by students and staff (especially our groundsman) to ensure we foster magnificent biodiversity within the school grounds. Our school grounds boast two rainforest areas, manicured gardens and lush sloping grassy areas for students to play. Due to planned tree planting, we host a variety of Australian Wildlife including local Koala families, a variety of native birds, mammals, reptiles and insects. We have rain water tanks on site and solar panels installed on the roof of one building. Our students take great pride in caring for the flora in our school and can be found most days watering the many garden areas of our school.

Our school at a glance



Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	11,289	859
2010	19,174	156
% change 10 - 11	-41%	451%

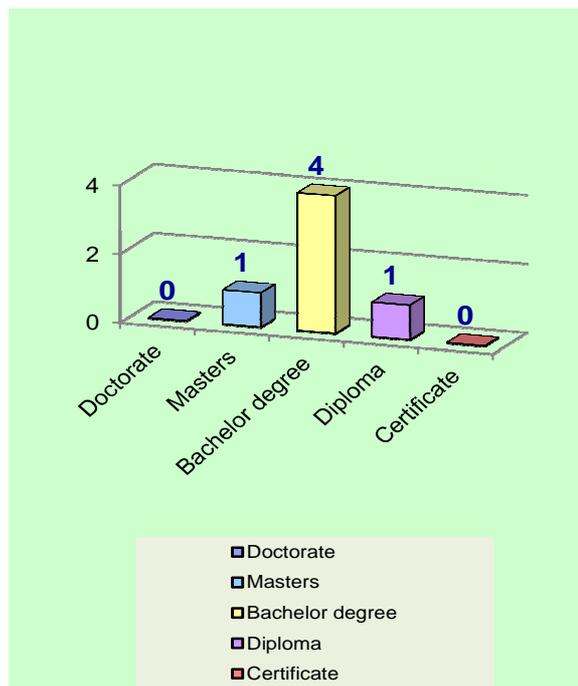
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	4	0
Full-time equivalents	3	2	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	4
Diploma	1
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$5 219.

The major professional development initiatives are as follows:

Australian Curriculum

School Environmental Management Plan training

ICT training

Science Sparks

QCAT's

CPR training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 59% of staff were retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

Our staff profile

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

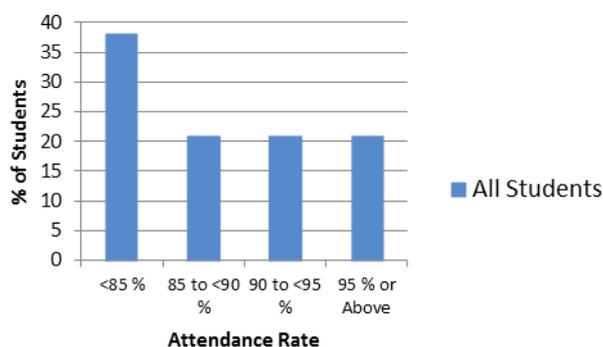
Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
n	85%	n	n	n	n	n

n = less than 5 students in cohort. Result withheld to protect student identity.

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Linville State School rolls are marked twice daily. Parents/caregivers must provide written or verbal description of student absences. If this is not provided, a letter is sent home to parents, asking them to explain the absence. Attendance rates were reported in the school newsletter and supported by articles informing families about the relationship of student attendance and student achievement.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/>.

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Achievement – Closing the Gap

In 2011 at Linville State High School, there was no gap between Indigenous and Non Indigenous performance, retention or attendance. 100% of students that identify as Indigenous or Torres Strait Islander had a current individual learning plan which identifies both areas of improvement and areas of extension. This enables teachers to cater learning experiences for individual students and continue to move our indigenous students into higher learning bands.