

# Linville State School (0980)

## Queensland State School Reporting

### 2012 School Annual Report



Our Best Always

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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 Implementation Plan. It highlights the school's strengths and also sets out targets for improvement during following years. To gain maximum benefit from this report, it should be read alongside other sources of information such as school reports for your child and school newsletters.

### School progress towards its goals in 2012

Our year started with a range of interruptions and changes for students, staff and parents. Once again a large number of our families experienced difficulty getting to our school, due to the flooding that occurred in the Brisbane River. Despite the interrupted start to the year students and staff at Linville State School continued to focus strongly on Literacy and Numeracy in 2012, with the added focus of engaging students through ICT's. 2012 saw the introduction of the Australian Curriculum in English, Mathematics and Science across the entire school curriculum. Our staff and students worked hard all throughout the year, as we adapted and met the new expectations of the Australian Curriculum.

NAPLAN results for 2012 continued to build on the progress achieved in previous years, with the majority 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 successes our students continue to attain. Our performance is reflective of the hard work and determination of our students, staff and community. Our school expects our students to do their best,

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always and this is one example of this commitment in action.

Our key priorities for 2012 from our Annual Implementation Plan were as follows:

- Continue to maintain high standards in NAPLAN achievement data, including school improvement focus on spelling and attendance.
- Implementation of Australian Curriculum and review of internal monitoring tools/program to ensure alignment.
- Completion of SEMP plan and implement sustainable practises.
- Continue to utilise communication strategies to keep parents and community informed.
- Continue promoting staff development and learning e.g. PD, performance plans, observational visits, higher education.

### Future outlook

As outlined in our Annual Implementation Plan for 2013, 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 continuing to implement the English, Mathematics and Science learning areas of the Australian Curriculum and begin implementation of new History curriculum.

In 2013 our school will undergo a Curriculum, Teaching and Learning Audit. The findings from this audit will contribute to the Quadrennial School Review process, which we will undertake this year. The Quadrennial School Review forms the basis of our schools next four-year strategic plan. 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 in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	30	11	19	97%
2011	29	12	17	97%
2012	29	11	18	96%

Student counts are based on the Census (August) enrolment collection.

### 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. 6% of Linville students identify as being indigenous, which is greater than the representation in our regional area, which stands at 2.8% at the last census. 100% of students speak Standard Australian English at home with no students speaking a second language. The students in the school show a keen interest and talent in sporting, musical and academic endeavours.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	15	15	14
Year 4 – Year 10			14

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0		3
Long Suspensions - 6 to 20 days	0		0
Exclusions	1		0
Cancellations of Enrolment	0		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 participates in the Linville-Moore Anzac Day Service each year, signifying our schools commitment to service in the community. 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 are delivered by 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.

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### Extra curricula activities.

Linville State School offered the following extra curricula activities in 2012:

- Under 8's Day.
- Benarkin-Linville Bike Ride.
- ArtsLink Queensland Performances.
- 'Count Us In' Music Concert.
- Cross Country, Interschool Athletics Carnival.
- Learn to Swim.
- Tennis Lessons.
- Performing arts project.
- Transit of Venus, Eclipse viewing and Science Day with a visiting scientist
- School Camp to Boyne Island in Gladstone.
- Attending a production by our local State High School.
- School disco.
- Awards Night and Graduation Night.

## Our school at a glance



### 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 a mixture of desk-top computers and laptops and each classroom has an interactive digital whiteboard. The ratio of computers to students is 1:2. All students are taught to save and retrieve information 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 online digital classrooms to complete work, participation in discussion forums and the creation of wikis.

Students also have opportunity to utilise digital photography as part of their learning experiences and to create photo stories of events such as camp diaries from our school camp.

### 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 that brings all stakeholders together in the education of the students. Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place. We take the safety and security of students seriously and seek to provide students with a range of strategies that they can use to manage issues such as bullying or incidents of conflict in our school.

# Our school at a glance

## Parent, student and staff 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.

At Linville we encourage an 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.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	83.3%
this is a good school	83.3%
their child likes being at this school*	91.7%
their child feels safe at this school*	75.0%
their child's learning needs are being met at this school*	83.3%
their child is making good progress at this school*	91.7%
teachers at this school expect their child to do his or her best*	83.3%
teachers at this school provide their child with useful feedback about his or her school work*	83.3%
teachers at this school motivate their child to learn*	81.8%
teachers at this school treat students fairly*	81.8%
they can talk to their child's teachers about their concerns*	83.3%
this school works with them to support their child's learning*	83.3%
this school takes parents' opinions seriously*	83.3%
student behaviour is well managed at this school*	75.0%
this school looks for ways to improve*	81.8%
this school is well maintained*	91.7%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	80.0%
they like being at their school*	77.8%

## Our school at a glance

they feel safe at their school*	60.0%
their teachers motivate them to learn*	88.9%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	80.0%
teachers treat students fairly at their school*	60.0%
they can talk to their teachers about their concerns*	77.8%
their school takes students' opinions seriously*	80.0%
student behaviour is well managed at their school*	44.4%
their school looks for ways to improve*	90.0%
their school is well maintained*	66.7%
their school gives them opportunities to do interesting things*	77.8%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	91.7%
with the individual staff morale items	100.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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 or e-mailed home 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 on Wednesdays. In 2012 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 both our main classroom and our resource centre buildings. As our Year 7 students graduate they add to our schools centennial garden, which comprises of trees planted by past pupils, marked with plaques bearing their names. In 2012 we participated in National Tree Planting Day with students planting native trees around our grounds to continue to foster the biodiversity of wildlife found in our school grounds. Our students take great pride in caring for the flora and fauna in our school and can be found most days watering the many garden areas of our school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	19,174	156
2010-2011	11,289	859
2011-2012	16,631	175

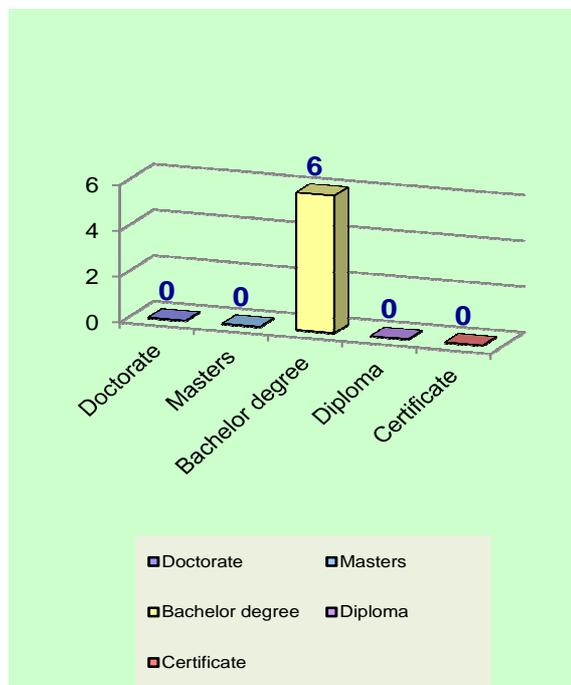
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	5	0
Full-time equivalents	2.7	2.6	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	6
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$1 232.

The major professional development initiatives are as follows:

- Autism Awareness Training.
- Non-Violent Crisis Intervention Training.
- First Steps in Number Training.
- Australian Curriculum Implementation of History.
- DDSW Region Curriculum Conferences.

## Our staff profile

- Principal Business Meetings and Regional Conference.

The proportion of the teaching staff involved in professional development activities during 2012 was 85%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.2%	94.2%	94.4%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96.3% of staff was retained by the school for the entire 2012 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

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

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.

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	87%	90%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

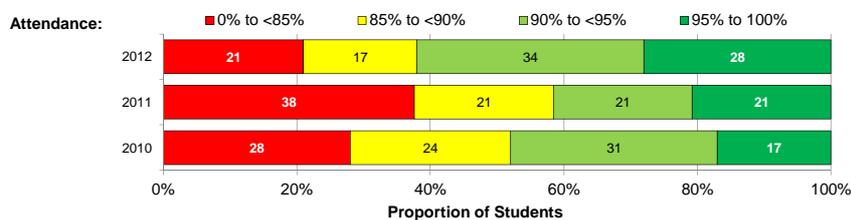
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	88%	89%	DW	DW	91%	91%	88%
2011	86%	85%	91%	DW	DW	88%	90%
2012	93%	90%	91%	89%	DW	DW	87%

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 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.

Currently in the DDSW region attendance is a continuing area of focus. Our school follows regional trends with attendance at school dropping off at beginning and the end of each week and particularly at the end of term. Our school has promoted the 'Every Day Counts' strategy and implemented a number of strategies to promote attendance by all students.

At Linville the class roll is marked twice daily. Once in the morning after 9.30 am and again in the afternoon after 2.00 pm. If a student arrives after 9.30 pm we ask that a parent completes a slip detailing the reason for the late arrival. In the same manner, we have a slip for students who leave before the end of the school day at 3.00 pm. This enables us to keep our roll as accurate as possible.

If a student is going to be away from school, there are a number of options for advising us at the school. The options are as follows:

- Writing a signed and dated note.
- Calling the school and leaving a message.
- Sending the school an e-mail.
- Talking to a staff member personally.

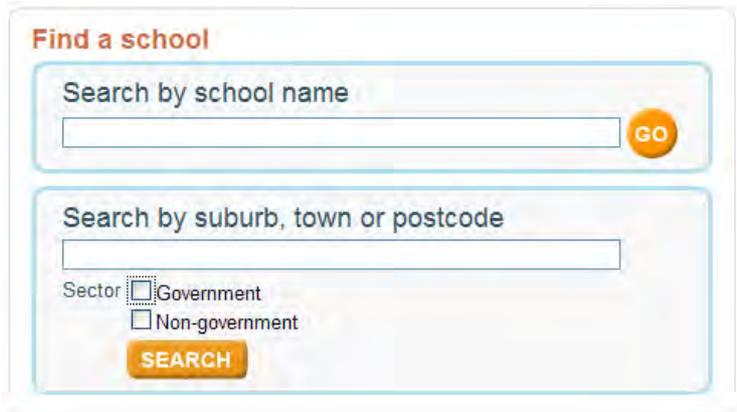
If a student is away without an explanation for their absence it is recorded in the roll as an unexplained absence. In the case of two consecutive days of absence without explanation, we will endeavour to make contact with the parents or caregivers of the student to ascertain the reason for their absence.

# 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/>.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and an orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and an orange "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.