

Linville State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Linville State School is located in a rural community at the headwaters of the Brisbane River. Students are enrolled at our school from Prep to Year 7. Our school is part of the Brisbane Valley Cluster of schools and the Darling Downs South West Region.

This 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.

Our small school offers a multi-age setting for students with an emphasis on flexible and co-operative learning opportunities that are both engaging and purposeful to our students. Our school aims to deliver an interesting and modern curriculum that meets individual student needs. We strive to ensure that students who attend our school are equipped with the skills and knowledge necessary to ensure a smooth transition to future learning opportunities. Community involvement and being a positive role model in our school and community are values that we encourage in all of our students.

Linville State School works closely with other small schools in our area, namely Benarkin and Harlin State Schools. We also interact with Tanduringie and Cooyar State Schools for sports and cultural activities. As part of the Brisbane Valley Cluster of schools we work and participate in activities with the larger primary schools at Esk and Toogoolawah. We maintain regular communication with Toogoolawah State High School to promote a smooth transition between primary and high school.

We are happy to share this report of the 2013 school year with you, as well as our achievements and successes.

School progress towards its goals in 2013

The key priorities from our 2013 implementation plan were:

- Continue the implementation of the Australian Curriculum and review of internal monitoring tools
- Maintain high standards in NAPLAN achievement data and continue focus on improving spelling and attendance data
- Complete Learning and Wellbeing Framework and implement in the whole school, review supporting programs
- Develop and implement a Pedagogical Framework aligned with P-12 QCARF, UPE and DDSW region agendas.
- Improved communication with all parents and community members around key issues relating to the school in preparation and as part of the QSR. Preparation for, and implementation of recommendations from CT & L audit

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The first priority continues to be ongoing as the Australian Curriculum is gradually implemented. In 2013 we continued implementing English, Mathematics, and Science, History was added as a new subject in 2013 as well. Our focus on spelling and attendance was partially achieved. In spelling we implemented the C2C spelling program, which was reviewed at the end of 2013.

Our Learning and Wellbeing Framework was completed through consultation with parents and members of the community. This is available on the home page of our website. We developed and began to implement a pedagogical framework by the end of 2013. 2013 saw our school undergo a CT & L Audit as we reviewed our schools progress as part of the Quadrennial School Review process. From this we developed our new four year strategic plan for our school. Linville State Schools new Strategic Plan 2013-2017 will begin full implementation in 2014.

Future outlook

Linville State School's priorities for implementation in 2014 are:

- Continued implementation of the Australian Curriculum, including the addition of Geography in 2014.
- Whole school focus on improving students reading skills and comprehension through pedagogy and targeted programs.
- Enter the preparation phase for becoming a School Wide Positive Behaviour Support school, ready for implementation in 2015.
- Continued focus on improving student attendance.
- Using student data to inform teaching and increase the data literacy of all staff.
- Work with local schools in preparing Year 6 & 7 students for transition to high school in 2015.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	29	12	17	97%
2012	29	11	18	96%
2013	29	11	18	90%

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

Characteristics of the student body:

The student body is made up of students who live in the township of Linville and the rural properties that surround it. We have a number of families whose income comes from grazing cattle and other agricultural activities. There are a number of families who have a parent who now works away from home on a regular basis. In 2013 we maintained a student enrolment of 29 students.

Linville State School has a long history and has been providing education in the Linville area since 1901. The school currently has two multi-age classrooms catering for Prep-Year 3 and Year 4-7. Our students in our school show a keen interest in sporting, musical and academic endeavours.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	15	14	14
Year 4 – Year 7 Primary			15
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	3	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	1

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

At Linville State School we aim to deliver a varied educational program that seeks to deliver a high interest, engaging and modern curriculum. We maintain a strong focus on the key curriculum areas of English, Mathematics and Science. We have specialist teachers who deliver lessons in Health and Physical Education, Music and Indonesian (for the senior class) during the school week.

In 2013 we implemented the teaching of History (Australian Curriculum) for the first time. This will continue in 2014.

Extra curricula activities

Linville State School students participated in a variety of activities which provided students with opportunities to develop sporting, academic and social skills.

- Inter-school cross country involving whole school.
- District Cross Country – well represented by senior and junior school.
- Athletics Carnival – With Harlin SS.
- Athletics Carnival – South Burnett Small Schools at Cooyar SS.
- Swimming Carnival – With Benarkin and Harlin SS.
- Swimming Lessons Term 1 and 4 with trained instructors at Kilcoy Aquatic Centre.
- Young Leaders Day – Senior Leaders attend in Brisbane.
- Music Count Us In – Music concert with Harlin SS at Moore.
- Readers Cup – Senior students.
- NAIDOC Celebrations – With local schools at Esk SS.
- ANZAC Parade supported by whole school marching in the Linville Parade.
- ArtsLink Performances – One each term, hosted by Toogoolawah SS.
- Possum Magic – School attended a professional performance of this play at Caloundra.
- Orienteering – Students competed in DDSW region events.
- History excursion – Whole school visit to Stanley River Environmental Education Centre.
- Careers Expo / Junior Secondary Transition Toogoolawah State High school.

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies assist all aspects of student learning at Linville State School. Students have access to a wide range of internet and school based software packages that are specifically designed to support and enhance each students understanding of core literacy and numeracy concepts.

Over the year students have engaged with a range of applications including word processing, power point, spread sheets, publisher. Students in the senior class used digital cameras to create stop-go animations, designed informative web pages using the Learning Place and participated in Blogging as part of a unit of work.

Each classroom has access to a Smartboard, these are used for delivery of digital content as part of lessons. We have four I pads in the school which are accessed by students to support literacy and numeracy skills. We have a computer to student ratio of 1:2 across our school, comprised of eight desk tops and nine laptops.

Social climate

Linville State School is a small, family orientated country school. We welcome parents and younger family members into our school and allow them to join in with us on a regular basis. Parents feel welcomed and able to help in our classrooms and school at all times. Our school seeks to provide a safe, supportive learning environment for all members of our school community. A high

Our school at a glance

percentage of parents indicated that their students liked going to our school and that their students felt safe at our school.

In 2013 we continued to utilise the services of our school chaplain. Our chaplain worked at our school once a week and took an active role in helping in the classroom, organising lunchtime craft activities, playing games, organising a times table challenge and taking part in school events. She also provided support to families in crisis by being available to listen when requested.

Parent, student and staff satisfaction with the school

Overall our parents and students feel safe and like coming to our school. We are making improvements in their satisfaction about the education and support that we offer students for their learning. Students felt that we, as a school, were looking for ways to improve and provided them with interesting things to do. Our staff are very happy with our school with 100% satisfaction in all areas apart from the management of student behaviour.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	83%	92%
this is a good school (S2035)	83%	92%
their child likes being at this school* (S2001)	92%	100%
their child feels safe at this school* (S2002)	75%	100%
their child's learning needs are being met at this school* (S2003)	83%	77%
their child is making good progress at this school* (S2004)	92%	69%
teachers at this school expect their child to do his or her best* (S2005)	83%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	85%
teachers at this school motivate their child to learn* (S2007)	82%	83%
teachers at this school treat students fairly* (S2008)	82%	75%
they can talk to their child's teachers about their concerns* (S2009)	83%	92%
this school works with them to support their child's learning* (S2010)	83%	85%
this school takes parents' opinions seriously* (S2011)	83%	85%
student behaviour is well managed at this school* (S2012)	75%	77%
this school looks for ways to improve* (S2013)	82%	85%
this school is well maintained* (S2014)	92%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	80%	85%
they like being at their school* (S2036)	78%	77%
they feel safe at their school* (S2037)	60%	69%
their teachers motivate them to learn* (S2038)	89%	77%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	80%	85%

Our school at a glance

teachers treat students fairly at their school* (S2041)	60%	77%
they can talk to their teachers about their concerns* (S2042)	78%	75%
their school takes students' opinions seriously* (S2043)	80%	75%
student behaviour is well managed at their school* (S2044)	44%	69%
their school looks for ways to improve* (S2045)	90%	92%
their school is well maintained* (S2046)	67%	85%
their school gives them opportunities to do interesting things* (S2047)	78%	92%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	88%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

We believe that parent participation throughout our school forms a strong basis for excellent relationships with parents, grandparents and the wider school community. Our parents are well informed of what our children are focusing on and how they can become a part of student learning at our school by reading with children or assisting in our classrooms. We have a high percentage of parents volunteer for working bees, excursions, sports days and a variety of functions and community events. At Linville we encourage parent participation in their child's education through:

- Assisting in classrooms
- Attending Parades
- Changing books and home readers
- Responsive to communication through weekly newsletters
- Weekly updates to school website – Q schools app
- Actively engaging children with homework
- Running information events
- Inviting parents to attend excursions and events with us

At Linville State School we are fortunate to have an active and supportive P & C Association. They run regular fundraising events throughout the school year and seek to invest in the educational resources at our school. P & C meetings are held at a time that is convenient to most parents and they are usually attended by a great number of the families at our school.

Reducing the school's environmental footprint

In 2013 our school added extra blinds and shade materials to our school to help reduce air conditioner use within the school and also to provide more areas for our students to use throughout the day. We have two solar systems installed in our school that have reduced the amount of electricity we use. Our electricity generation and savings can be seen on <http://solarschools.net>. We also have 3 water tanks installed at our school that are used for watering the grounds. This has helped us reduce our water usage over 2011-2013.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	11,289	859
2011-2012	16,631	175
2012-2013	12,454	192

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

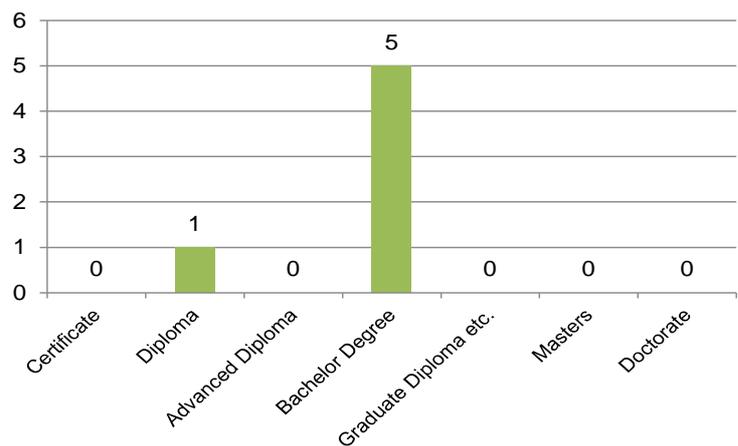
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	6	5	0
Full-time equivalents	3	3	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	6



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$6 000.

The major professional development initiatives are as follows:

- Explicit Instruction Teaching Model
- Explicit Instruction – I Do, We Do, You Do
- First Steps in Viewing
- Coaching and Feedback Skills
- Australian Curriculum – Geography
- Essential Skills for Classroom Management
- SWPBS School Wide Positive Behaviour Support
- Moderation
- Student Protection/ Code of Conduct/ Asbestos Management
- First Aid / CPR

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	94%	94%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 57% of staff was retained by the school for the entire 2013 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.

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	90%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

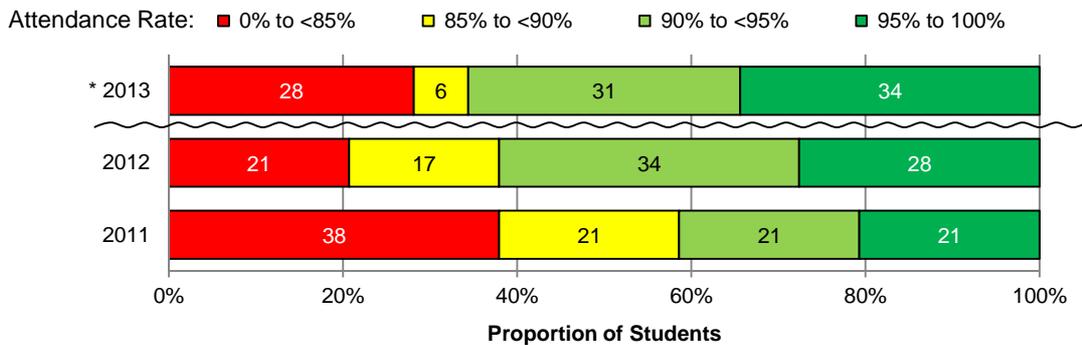
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	86%	85%	91%	DW	DW	88%	90%					
2012	93%	90%	91%	89%	DW	DW	87%					
2013	91%	96%	86%	89%	92%	87%	96%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

At Linville State School we ask that for any absence the school is contacted by phone call, note or e-mail to advise the school of the absence. If a student arrives late then on arrival the parent or caregiver completes a late arrival form. Anytime a student is picked up prior to the end of the school day we ask parents or caregivers to fill in an early departure form.

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 a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two checkboxes for "Government" and "Non-government", and a rectangular 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.

Achievement – Closing the Gap

At Linville State School we are striving to help our indigenous students close the gap in regards to their performance, compared to the non-indigenous cohort of students. Currently they are performing above minimum mean standards in all areas of NAPLAN testing, but are slightly behind the mean for the cohort of students they belong to. At Linville indigenous students out-perform the school population in the area of attendance, maintaining a rate of 95-100 % for all indigenous students. This is opposed to only 59% of non-indigenous students maintaining attendance in the 95-100% range.