

Linville State School

Queensland State School Reporting

2014 School Annual Report



Our Best Always

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Principal's foreword

Introduction

I am very proud to be the Principal of Linville State School. Every day I come to work with a smile on my face and excited about what the day has in store. Our students ensure that every day is a highlight as they grow and learn at our school. I have the pleasure to work with an amazing staff who work tirelessly to ensure that every student is learning and improving at our school.

We enjoy the idyllic setting that is afforded to our small school by our location. Our beautifully well-kept grounds provide a superb learning environment and a wonderful backdrop to our schools curriculum delivery.

Our Parents & Citizens Association are incredibly supportive of our school, fundraising constantly to support programs and provide all students with access to a wide range of educational experiences. The support of the parents and the community make a huge difference to our capacity to achieve even better outcomes for our students.

It gives me great pleasure to once again report on our school's achievements in 2014. If you have any questions in relation to this report I would be only too happy to discuss them with you. I look forward to seeing you at our school.

School progress towards its goals in 2014

In 2014 our Annual Implementation Plan (AIP) focused on our three pillar School Improvement Agenda. The three aspects of this agenda were: reading, behaviour and attendance. As well as our focus on the three pillars, our AIP also included a focus on continuing development of spelling, year 7 transition to high school, implementation of Geography, implementation our Pedagogical Framework and continued adaptation and alignment of the Australian Curriculum and the continuous monitoring of student progress through the setting of learning goals.

In reading students participated in projects and focussed teaching with almost all of our students meeting the Regional Benchmarks for their year levels. In NAPLAN testing in 2014 we had all students in Year 3 and half of the students in Year 5 achieve above the national average (Upper 2 Bands) for Reading, an achievement to be proud of.

Our school focussed on preparing to implement School Wide Positive Behaviour Support (SWPBS now termed Positive Behaviour for Learning – PBL). We spent the year in consultation and training with a team made up of staff and parents to review and prepare our school for implementing this new behaviour focus in 2015.

In 2014 our focus on attendance through newsletter messages, P & C meetings, information nights and school processes lead to an increase in our average attendance. We surpassed our target of 91% and ended the year on 92.7% attendance. While we have some distance to go to meeting the State attendance average for schools, we have continued to make improvements in this area.

2014 saw the implementation of the first Great Results Guarantee (GRG) with our school community. All of the strategies in our GRG were completed successfully with successful outcomes for our students. A report on our 2014 GRG progress is available on the school website.

We received the support of a Pedagogical Coach in 2014, who was shared between the other schools in our cluster. The Pedagogical Coach role was as a support to teachers in upskilling their teaching and implementing the Explicit Instruction methodology. Our focus for 2014 was on lesson ‘warm-ups’ and on teachers outlining success goals and objectives for each lesson.

Our school also participated in a range of sporting and cultural activities across the year. We enjoyed success at the Brisbane Valley Small Schools Swimming Carnival and we had several students achieve well in Cross Country and Athletics we compete at, including a number of age champions.

Future outlook

In 2015 our key areas for improvement will be:

- Reading – All students achieving above the National Minimum Standards and meeting Regional Benchmarks.
- Behaviour – Implementation of Positive Behaviour for Learning (formerly SWPBS).
- Differentiation – Designing teaching and learning to meet the needs of all of our students.
- Writing – Training and implementation of 7 Steps to Writing Success.
- Teaching – Regular feedback conversations for staff focussed on improving our pedagogy.
- Curriculum – Implementation of Australian Curriculum subjects – Civics and Citizenship & Business and Economics.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	29	11	18	96%
2013	29	11	18	90%
2014	31	11	20	88%

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 townships of Linville and Moore, and the rural properties that surround it. We have a number of families whose primary income source 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 2014 we maintained a student enrolment of 31 students.

Linville State School has a long history and has been providing education in the Linville area since 1901. In 2014 the school has two multi-age classrooms catering for a Prep-Year 3 class and a Year 4-7 class. Our students in our school show a keen interest in sporting, musical and academic endeavours.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	14	9	10
Year 4 – Year 7 Primary		11	11
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	3	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	1	0

Cancellations of Enrolment	0	0	0
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Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 Years 4-7) during the school week.

We have a school chaplain who adds to our curriculum delivery by supporting students in the classroom. They also maintain our vegetable garden and organise activities for students throughout the year.

Each year we seek opportunities to expose our students to new and novel learning experiences. In 2014 our Year 4 – Year 7 students attended our bi-annual school camp at the Apex Mudjimba camp. This week long camp allowed our students the opportunity to surf, mountain bike, rock climb, abseil and other activities. We had a whole school excursion to Australia Zoo for the day as culmination of our learning about animal habitats and adaptations.

In 2014 we implemented the teaching of Geography (Australian Curriculum) for the first time. This will continue in 2015.

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 – with Harlin SS.
- District Cross Country – South Burnett Small Schools at Tanduringie State 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.
- Readers Cup – Year 5-7 students – 2nd Place in 2014.
- AFL Auskick program – Instructors teaching lessons at lunchtimes for a term.
- Bookweek Dress-up day – book fair and dress-up day with local daycare children.
- Private guitar tuition – Students paying for guitar tuition at our school.
- Tennis tuition – private afterschool tennis tuition provided at our school.
- ANZAC Parade supported by whole school marching in the Linville Parade.
- ArtsLink Performances – One each term, hosted by Toogoolawah SS.
- Year 6 Sports Day – Transition to Toogoolawah State High School event.
- Rail Trail Bike Ride – from Benarkin SS to Linville SS with Benarkin and Harlin SS's.
- Orienteering – Students competed in DDSW region events.
- Careers Expo / Junior Secondary Transition Toogoolawah State High school.

How Information and Communication Technologies Assist Student 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 Ipads in the school which are accessed by students to support literacy and numeracy skills. We strive to maintain 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 percentage of parents indicated that their students liked going to our school and that their students felt safe at our school.

In 2014 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 our school by 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	83%	92%	100%
this is a good school (S2035)	83%	92%	100%
their child likes being at this school* (S2001)	92%	100%	100%
their child feels safe at this school* (S2002)	75%	100%	100%
their child's learning needs are being met at this school* (S2003)	83%	77%	88%
their child is making good progress at this school* (S2004)	92%	69%	75%
teachers at this school expect their child to do his or her best* (S2005)	83%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	85%	100%
teachers at this school motivate their child to learn* (S2007)	82%	83%	100%
teachers at this school treat students fairly* (S2008)	82%	75%	75%
they can talk to their child's teachers about their concerns* (S2009)	83%	92%	88%
this school works with them to support their child's learning* (S2010)	83%	85%	100%
this school takes parents' opinions seriously* (S2011)	83%	85%	100%
student behaviour is well managed at this school* (S2012)	75%	77%	88%
this school looks for ways to improve* (S2013)	82%	85%	100%
this school is well maintained* (S2014)	92%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	80%	85%	79%
they like being at their school* (S2036)	78%	77%	73%
they feel safe at their school* (S2037)	60%	69%	85%
their teachers motivate them to learn* (S2038)	89%	77%	93%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	80%	85%	87%
teachers treat students fairly at their school* (S2041)	60%	77%	69%
they can talk to their teachers about their concerns* (S2042)	78%	75%	67%
their school takes students' opinions seriously* (S2043)	80%	75%	71%
student behaviour is well managed at their school* (S2044)	44%	69%	58%
their school looks for ways to improve* (S2045)	90%	92%	93%
their school is well maintained* (S2046)	67%	85%	80%
their school gives them opportunities to do interesting things* (S2047)	78%	92%	87%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		88%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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 they can become a part of student learning at our school by reading with children or assisting in our classrooms. We have a number 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
- 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 were run on the second Wednesday of each month in 2014 and are a great source of information and a forum to contribute towards the direction of the school.

Reducing the school's environmental footprint

We have two solar systems installed in our school that have maintained 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 2011-2014.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	16,631	175
2012-2013	12,454	192
2013-2014	12,811	357

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.

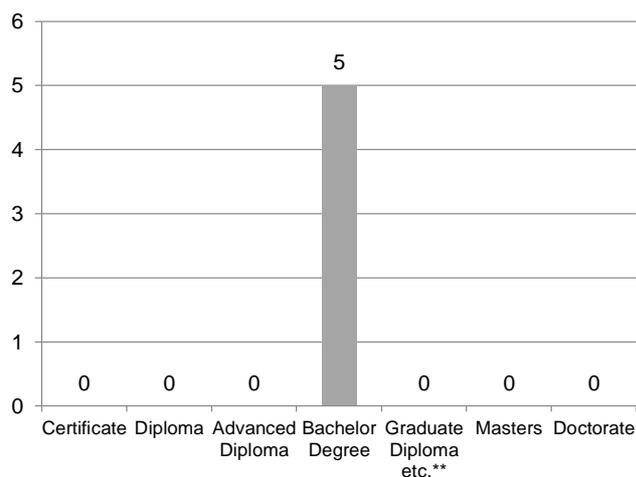
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	4	0
Full-time equivalents	3	2	0

Qualification of all teachers

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



*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 2014 were \$3 421

The major professional development initiatives are as follows:

- Words Their Way training for whole staff.
- School Wide Positive Behaviour Support for school team (Parent and Staff).
- Explicit Instruction with Dr Anita Archer.
- Symphony of Teaching and Learning training.
- Pedagogy focus with Pedagogical Coach.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2014 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.

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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 webpage.

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