

Linville State School

Queensland State School Reporting

2015 School Annual Report



Our Best Always

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Principal's foreword

Introduction

It is with great pleasure that I publish our School Annual Report for 2015. At Linville State School we believe that we need to provide opportunities for students to find their strengths and talents so that they can aspire to be the best that they can be. We strive to invest in them a strong self-belief and a lifelong desire for the pursuit of learning. All staff at our school are committed to our students and supporting their learning and personal development.

2015 was a year of great successes and new challenges for our school. Amongst our successes was our schools performance at the State Titles in the Readers Cup competition, where we placed 5th in Queensland. Amongst our challenges was roll growth as we welcomed a large number of new students to our school in 2015. We grew from 28 students in Term 1 to 43 students by Term 4!

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, working 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 2015. 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 Linville State School in the future.

School progress towards its goals in 2015

Linville State School	
Improvement Focus	
for 2015	
Focus Area	Results
<p>Reading</p> <p>Everyone reading, every day</p>	<p>In 2015 we continued our school wide focus on having every child achieve the DDSW Regional Benchmark for their Year Level. Most students achieved this goal. With new students continuing to arrive throughout the year we worked hard to ensure that these students made significant progress towards achieving these benchmarks as well.</p> <p>In the Upper Two Bands (U2B's) in NAPLAN testing in 2015 we had 20% of our Year 3s and 50% of our Year 4's achieve our goal of increasing our U2B percentage to 20% for 2015.</p>
<p>Behaviour</p> <p>Better behaviour, better learning</p>	<p>We began the implementation phase of Positive Behaviour for Learning. This goal is ongoing into 2016.</p>
<p>Differentiation</p> <p>Meeting the needs of everyone</p>	<p>Staff engaged in a range of Professional Development activities to develop professional knowledge around catering for all students at our school.</p>

Future outlook

Our explicit improvement agenda for 2016 includes

- Explicit teaching of phonics instruction by teachers attending Professional Development (THRASS).
- Implementation of phonics instruction program throughout the whole school (THRASS).
- Expert teaching of reading comprehension strategies for high achieving students.
- Focus on Grammar and Punctuation during the teaching of English lessons.
- Review and re-teaching of Grammar and Punctuation to address gaps in students knowledge.
- Teachers to attend Professional Development in the teaching of writing to students.
- Identifying school wide trends in writing and development of a whole school writing plan to improve student writing at Linville State School.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	29	11	18	2	90%
2014	31	11	20	2	88%
2015	37	18	19	1	96%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Linville State School students are from a mixed socio-economic and predominantly rural background. Typically the school caters for a student population of around 30 students from both rural (small acreage properties and extensive cattle farms) and town locations. As a community our ICSEA (Index of Community Socio-Economic Advantage) rating is below the Australian national average.

In 2015 we saw a rapid increase in enrolments from 28 students in January (Day 8 enrolment census) to 43 students by December. Most of the new enrolments moved into the townships of Moore or Linville.

The students are taught in 2 multi-age classes – Prep-Year 3 and Year 4-6. The majority of students are driven to school by parents, with a few students from Linville walking or riding to school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	9	10	11
Year 4 – Year 7 Primary	11	11	6
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- Pedagogical Framework, based on Explicit Instruction, Archer & Hughes 16 Elements, gives teachers the necessary structure to teach in a precise and differentiated manner.
- Consistency of teaching practice is a high priority across the school.
- Data is systematically used to inform teaching and learning.
- School functions on a clear understanding of our school motto "Our Best Always".
- Students are not hindered, but advantaged by their multi-age context as they can experience and learn at a level appropriate to their current needs.

Extra curricula activities

Sport

- Students participated in South Burnett Small Schools Cross Country and Athletics Carnivals.
- The second running of a swimming Carnival between Harlin, Benarkin and Linville State Schools was run.
- Utilising Sporting Schools funding students engaged in Golf lessons at the Blackbutt Golf Course (Term 3) and Netball at Linville State School.

Student Leadership

- All Year 6 students attended the Halogen Foundation Young Leaders Day in Brisbane.
- School Leaders are awarded and are expected to represent the school at events, give speeches, run weekly Praise Parades, welcome visitors and assist the staff and students at the school.

Excursions

- Students have the opportunity to benefit from at multiple excursions each year. In 2015 we attended an African Drumming workshop, Under 8's Day, NAIDOC Day activities and hosted a Reptile day at Linville State School.
- Annual Benarkin-Linville Bike Ride

Cultural

- Linville State School won the Somerset-Lockyer Region Readers Cup competition and went on to place 5th at the Queensland State Finals for the Readers Cup.
- Chess club ran weekly from Term 2. Students participated in a local community tournament and the Brisbane Valley Schools tournament at Fernvale State School.
- ANZAC Day in Linville, participation in the community service.
- Book Week activities for Playgroup, Home daycare and the school.
- Private Guitar tutor providing weekly lessons at Linville State School.

Transition

- Students participated in a range of activities hosted at Toogoolawah State High School for students attending there in 2016.

How Information and Communication Technologies are used to improve 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 advertisements and explore camera angles. They 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 strive to maintain a computer to student ratio of 1:2 across our school, comprised of desk tops and laptops. In 2015 we had a Bandwidth upgrade from 512 kps to 1500 kps. We applied for a Wireless Upgrade and expect this to be deployed in 2016.

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 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. We began implementing Positive Behaviour for Learning at Linville in 2015. This is our primary means of providing a safe, supportive learning environment for students.

We have been working with our Parents across all measures of the School Opinion Survey and the positive movement speaks for itself. We still identify that we have work to do, but we feel proud of our successes.

In 2015 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 and taking part in school events.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	100%	100%
this is a good school (S2035)	92%	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)	77%	88%	100%
their child is making good progress at this school (S2004)	69%	75%	100%
teachers at this school expect their child to do his or her best (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	85%	100%	100%
teachers at this school motivate their child to learn (S2007)	83%	100%	100%
teachers at this school treat students fairly (S2008)	75%	75%	86%
they can talk to their child's teachers about their concerns (S2009)	92%	88%	100%
this school works with them to support their child's learning (S2010)	85%	100%	100%
this school takes parents' opinions seriously (S2011)	85%	100%	100%
student behaviour is well managed at this school (S2012)	77%	88%	86%
this school looks for ways to improve (S2013)	85%	100%	100%
this school is well maintained (S2014)	100%	100%	86%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	85%	79%	88%
they like being at their school (S2036)	77%	73%	75%
they feel safe at their school (S2037)	69%	85%	88%
their teachers motivate them to learn (S2038)	77%	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)	85%	87%	88%
teachers treat students fairly at their school (S2041)	77%	69%	63%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	75%	67%	50%
their school takes students' opinions seriously (S2043)	75%	71%	86%
student behaviour is well managed at their school (S2044)	69%	58%	88%
their school looks for ways to improve (S2045)	92%	93%	100%
their school is well maintained (S2046)	85%	80%	88%
their school gives them opportunities to do interesting things (S2047)	92%	87%	63%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	80%
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)	88%	100%	86%
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%

'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

We believe that parent participation throughout our school forms a strong basis for excellent relationships with parents, grandparents and the wider school community. We provide a fortnightly newsletter, weekly Praise Parade, Facebook page, information board and maintain a school focused news board in the Linville Shop. Various community groups are invited to attend school events, these include playgroup, home daycare and Alkira Care facility in Toogoolawah.

In 2015 we hosted once a Term BBQ and information nights with a different focus for each event. Term 1 "Welcome & School Improvement Focus", Term 2 "Student Wellbeing", Term 3 "Positive Behaviour for Learning" and Term 4 "What is THRASS?"

Our parents are welcome to be a part of student learning at our school and can be seen regularly 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
- Responding to communication through weekly newsletters
- Updates to school website
- Actively engaging children with homework
- Running information events
- Inviting parents to attend excursions and events

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 2015. P & C meetings are a great source of information and a forum to contribute towards the future 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	12,454	192
2013-2014	12,811	357
2014-2015	4,229	274

*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.

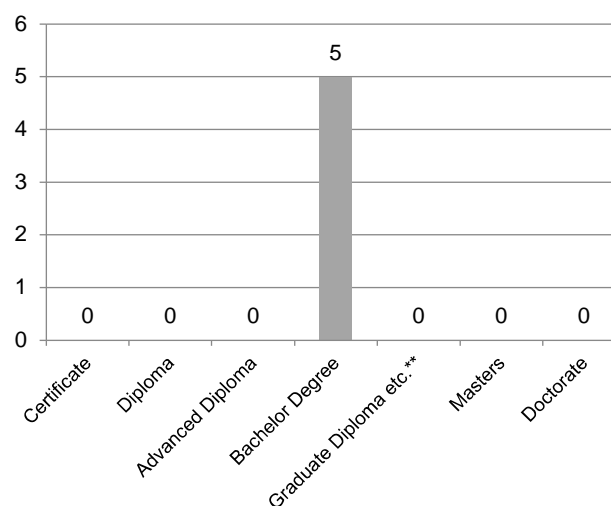
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	3	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 2015 were \$ 4 400

The major professional development initiatives are as follows:

- Seven Steps to Writing Success for whole staff
- Teacher trained as a Seven Steps to Writing Success Mentor
- Positive Behaviour Management
- PBL Team training
- DDSW – Numeracy and Problem Solving
- Classroom Profiling – Behaviour
- Explicit Teaching feedback conversations

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	97%	DW

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

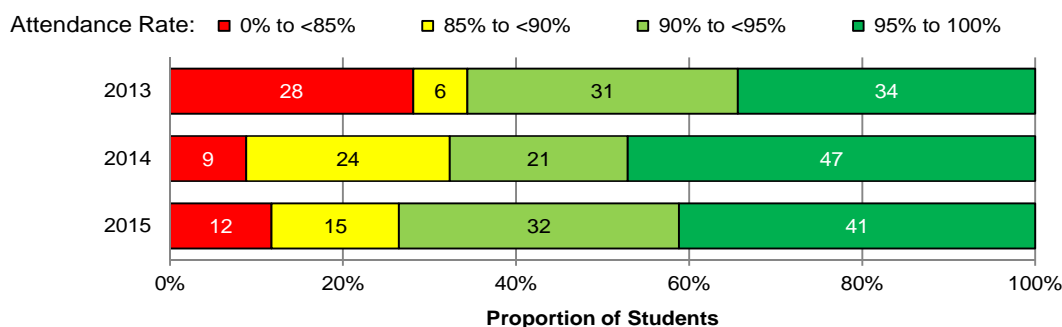
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	91%	96%	86%	89%	92%	87%	96%					
2014	95%	91%	96%	91%	93%	92%	94%	88%					
2015	98%	91%	94%	93%	96%	95%	87%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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.

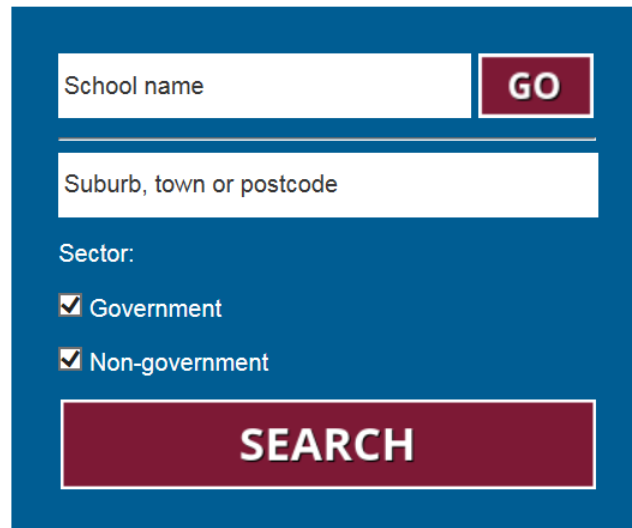
At Linville State School we believe attendance is very important for student learning. We support families and students by using the following strategies.

- Providing information on the importance of attendance through posters, newsletters and verbal communication.
- Providing parents with multiple pathways to communicate student absences to the school – message, note, phone call or email.
- Advertising current student attendance rate in the newsletter and in P & C meetings.
- Celebrating attendance successes as a whole school.
- Direct conversations with Parents/Caregivers with non-attending 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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.