



Our Best Always

Linville State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	George Street Linville 4306
Phone:	(07) 5424 7201
Fax:	(07) 5424 7144
Email:	principal@linvilless.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Principal

School Overview

Linville State School was established in November 1901 and has enjoyed close links with the local community throughout this time. Students are enrolled at the school from Prep to Year 6. The Linville area is a traditional farming and grazing community with many students coming from surrounding properties and the townships of Linville and Moore. Linville State School's purpose is to provide high quality education services, which develop all students to their full potential as lifelong learners, so that they are able to contribute positively to, and be active participants in a socially, economically and culturally vibrant society. Staff and parents work together to ensure that all children can learn and develop within the school environment. 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. Linville State School has a strong emphasis on environmental education programs that are embedded in the school curriculum plan.

Principal's Foreword

Introduction

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.

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.

School Progress towards its goals in 2016

Improvement in Reading, Writing and Grammar and Punctuation were our focus areas for improvement for 2016. While progress has been made in these areas we are still working to have all of our students meet national minimum standard in reading and writing. We will continue to develop and work on these areas. In 2017 with a sharper focus on reading, we have developed a focused school reading program which outlines evidence based teaching and assessment practices to be used across the school to improve reading abilities of our students. With daily guided reading a major focus and acquiring reading resources that are relevant to our students both being important parts of 2017 improvement agenda.

Future Outlook

Linville State School Improvement Agenda for 2017 is . . .	
Focus Areas	Our Targets are to....
Writing	Achieve National Minimum Standard for all students in Year 3 and Year 5. Increase students in the Upper 2 Bands to 20% in Year 3 and Year 5 in 2017.
Reading	Attain National Minimum Standard for all students in Year 3 and Year 5. Deliver 40% of students achieving in the Upper 2 Bands in Year 3 and Year 5.
Grammar & Punctuation	Achieve National Minimum Standard for all students in Year 3 and Year 5. Improve the Upper 2 Bands to 40% of students for Year 3 and Year 5.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	31	11	20	2	88%
2015*	37	18	19	1	96%
2016	33	14	19	1	91%

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 2016, 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

Overview

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.

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

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	10	17	18
Year 4 – Year 7	11	16	
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Our pedagogical Framework is based on Explicit Instruction, Archer & Hughes 16 Elements, and 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.

Co-curricular Activities

Sport

- Students participated in South Burnett Small Schools Cross Country and Athletics Carnivals.
- The second running of a swimming Carnival between Harlin and Linville State Schools was run.
- Utilising Sporting Schools funding students engaged in various sporting lessons run by qualified coaches 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 multiple excursions each year. In 2016 we attended, Under 8's Day, NAIDOC Day activities and school camp.

Cultural

- Linville State School participates in Readers Cup.
- ANZAC Day in Linville, participation in the community service.
- Book Week activities.
- Chappy day
- 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 2017.

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 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 2017.

Social Climate

Overview

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. We still identify that we have work to do, but we feel proud of our successes.

In 2016 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	50%
this is a good school (S2035)	100%	100%	83%
their child likes being at this school* (S2001)	100%	100%	83%
their child feels safe at this school* (S2002)	100%	100%	83%
their child's learning needs are being met at this school* (S2003)	88%	100%	33%
their child is making good progress at this school* (S2004)	75%	100%	50%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	50%
teachers at this school motivate their child to learn* (S2007)	100%	100%	67%
teachers at this school treat students fairly* (S2008)	75%	86%	33%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	88%	86%	17%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	86%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	79%	88%	60%
they like being at their school* (S2036)	73%	75%	71%
they feel safe at their school* (S2037)	85%	88%	50%
their teachers motivate them to learn* (S2038)	93%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	90%
their teachers provide them with useful feedback about their school work* (S2040)	87%	88%	89%
teachers treat students fairly at their school* (S2041)	69%	63%	70%
they can talk to their teachers about their concerns* (S2042)	67%	50%	60%
their school takes students' opinions seriously* (S2043)	71%	86%	67%
student behaviour is well managed at their school* (S2044)	58%	88%	60%
their school looks for ways to improve* (S2045)	93%	100%	80%
their school is well maintained* (S2046)	80%	88%	70%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school gives them opportunities to do interesting things* (S2047)	87%	63%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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%	80%	DW
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)	100%	86%	100%
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%

* Nationally agreed student and parent/caregiver items

'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. In 2016 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 parent volunteers 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
- Responding to communication through weekly newsletters
- Updates to school website
- Actively engaging children with homework
- 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 third Wednesday of each month in 2016. P & C meetings are a great source of information and a forum to contribute towards the future direction of the school.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This is reinforced through our School Wide Positive Behavior Support program and chaplaincy led groups; super club, girls group and boys club.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	12,811	357
2014-2015	4,229	274
2015-2016	14,283	112

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	4	0
Full-time Equivalents	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	4
Diploma	0
Certificate	1

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$1890.20.

The major professional development initiatives are as follows:

- THRASS training
- Putting faces to the DATA
- Positive Behaviour Learning Team training
- DDSW – Numeracy and Problem Solving
- Classroom Profiling – Behaviour
- Explicit Teaching feedback conversations
- First Aid and CPR training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	DW	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	95%	91%	96%	91%	93%	92%	94%	88%					
2015	98%	91%	94%	93%	96%	95%	87%						
2016	92%	94%	91%	94%	96%	93%	92%						

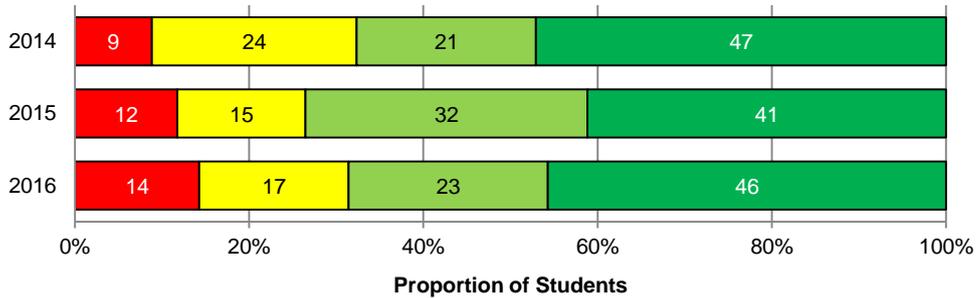
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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.

NAPLAN

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

Sector:

Government

Non-government

Where it states '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.