



Our Best Always

Linville State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

Postal address:	George Street, Linville 4314
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 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.

Principal's Foreword

Introduction

Vision

At Linville State School we want our students to have high aspirations for themselves, to believe that anything is possible and that they can achieve their goals. To do this we will provide our students with learning that is effective and authentic, learning that provides them with a wide range of experiences and opportunities.

To enable these aims to occur, we strive to provide a welcoming environment where there is opportunity for all to succeed. Where engaging with learning is a fulfilling, positive experience for students, staff and families and where everyone feels accepted and valued.

Values

- Everything we do at Linville State School is underpinned by our school motto "Our Best Always".
- The school expectations are Be Safe, Be Respectful and Be Responsible. They provide the framework for our students to achieve their best in all situations.

School Progress towards its goals in 2017

Linville State School Improvement Agenda for 2017 is . . .	Focus Areas Our Targets are to . . .	Achieved or Working towards
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.	Achieved Working towards
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.	Yr 5 – Achieved Yr 3 – Working towards
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.	Achieved Working towards

Future Outlook - Teaching of Reading – Using student data to improve student reading results.

Actions – Practice, Support and Resourcing	Targets & Time Frames
<p>Attend Lyn Sharratt PD 'Putting Faces on the data' to build data literacy skills of staff.</p> <p>Principal and teachers work together to analyse school data sets – NAPLAN, A-E, Pat R, M100 and Reading Levels to determine areas for focussed teaching.</p> <p>Develop a Linville State School Reading Program with expectations for teachers about the planning and teaching of reading. Program to reflect the teachings of the Big 6. Ensure the delivery of a balance literacy program across the school based on the 'Big 6' in morning literacy blocks.</p> <p>Principal to observe teachers teaching a variety of high yield teaching strategies – Linville SS Pedagogical Framework.</p> <p>Employ a Speech Language Therapist for at a minimum of 8 days a year to screen Prep and year 1 students and assess students identified by classroom teachers.</p> <p>Build staff capacity in the teaching of phonics and the delivery of a systematic phonics program supported by Speech Language Therapist.</p> <p>Purchase additional teacher to teach year 5/6, in effort to support students achieving in the U2B.</p> <p>Purchase additional print and digital resources to support the explicit teaching of reading skills and strategies.</p> <p>Maintain home reading routine with a strong focus on everybody reading every day.</p> <p>Ensure that every student is reading to a teacher every week.</p>	<p>During Learning Walks and Talks (<i>Sharratt, 2015</i>) focus on observing teachers teaching reading strategies using Explicit Instruction.</p> <p>Utilising existing data sets aim to improve student outcomes – one year of progress for one year of schooling.</p> <p>NAPLAN Reading NMS at 75% - Target for 2018 100% NMS. Current U2B 40% - Target for 2018 is 50%.</p> <p>Use Data Wall to track student progress and improvement using DDSW Benchmarks and tracking tools to ensure growth.</p> <p>Identify students in need of support and utilise TA's to support those students with help of STLAN – Every 5 weeks using the Case Management Process (<i>Sharratt, 2015</i>).</p> <p>PD delivered during staff meetings.</p> <p>During Learning Walks and Talks focus on observing 'Big 6' during literacy blocks.</p> <p>Allocate TA time to maintaining home reading process.</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	37	18	19	1	96%
2016	33	14	19	1	91%
2017	29	14	15		86%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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	2015	2016	2017
Prep – Year 3	17	18	11
Year 4 – Year 6	16	15	18
Year 7 – Year 10			
Year 11 – Year 12			

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.
- Utilising Sporting Schools funding students engaged in various sporting lessons run by qualified coaches at Linville State School.

Student Leadership

- School Leaders were 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 2017 we attended, Under 8's Day, Benarkin Technology Challenge and Young Leaders Day.

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 2018.
- Indigenous Art mural.

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 internet and school based software packages that are specifically designed to support and enhance each student's 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 record their creative art projects. Students participated in Project 600 Reading and STEM Coding.

Each classroom has access to a Smartboard or Touchboard. These are used for delivery of digital content as part of lessons. We strive to maintain a computer to students ratio of 1:2 across our school, comprised of desk tops and laptops. In 2017 we received a Wireless Upgrade.

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 have implemented 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.

In 2017, 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, organizing lunchtime craft activities, playing games and taking part in school events.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	50%	100%
this is a good school (S2035)	100%	83%	100%
their child likes being at this school* (S2001)	100%	83%	100%
their child feels safe at this school* (S2002)	100%	83%	100%
their child's learning needs are being met at this school* (S2003)	100%	33%	100%
their child is making good progress at this school* (S2004)	100%	50%	100%
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%	50%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school motivate their child to learn* (S2007)	100%	67%	80%
teachers at this school treat students fairly* (S2008)	86%	33%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	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%	80%
student behaviour is well managed at this school* (S2012)	86%	17%	80%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	86%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	88%	60%	89%
they like being at their school* (S2036)	75%	71%	89%
they feel safe at their school* (S2037)	88%	50%	88%
their teachers motivate them to learn* (S2038)	100%	100%	89%
their teachers expect them to do their best* (S2039)	100%	90%	88%
their teachers provide them with useful feedback about their school work* (S2040)	88%	89%	75%
teachers treat students fairly at their school* (S2041)	63%	70%	88%
they can talk to their teachers about their concerns* (S2042)	50%	60%	100%
their school takes students' opinions seriously* (S2043)	86%	67%	89%
student behaviour is well managed at their school* (S2044)	88%	60%	88%
their school looks for ways to improve* (S2045)	100%	80%	100%
their school is well maintained* (S2046)	88%	70%	100%
their school gives them opportunities to do interesting things* (S2047)	63%	89%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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)	80%	DW	100%
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)	86%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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 community. We provide a fortnightly newsletter, weekly Praise Parade, information board and maintain a school focused news board at the Linville Shop.

Our parents are welcome to be a part of student learning at our school, and are a regular participants of our reading program. We have a number of parent volunteers for excursions, sports days and a variety of functions and community events. At Linville we encourage parent participation in their child's education through:

- Reading
- Attending Parades
- Responding to communication through fortnightly 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, Book Club, and seek to invest in the educational resources at our school. P & C meetings were run on the third Monday of each month in 2017. 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 a programs that focus on appropriate, respectful, equitable and healthy relationships. This is reinforced through our Positive Behaviour for Learning program and chaplaincy led groups – Supa Club and senior girls' group.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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
2014-2015	4,229	274
2015-2016	14,283	112

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2016-2017	16,047	2,545

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	4	0
Full-time Equivalent	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	5
Diploma	
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 2017 were \$9822.47.

The major professional development initiatives are as follows:

- Putting faces on DATA (Lyn Sharratt)
- Explicit teaching training
- First Aid and CPR training
- Finance training
- Creating Successful Writers
- Qld and Band 5 Principal Meetings
- Cleaners training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 50% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	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 2017 for all Queensland Primary schools was 93%.

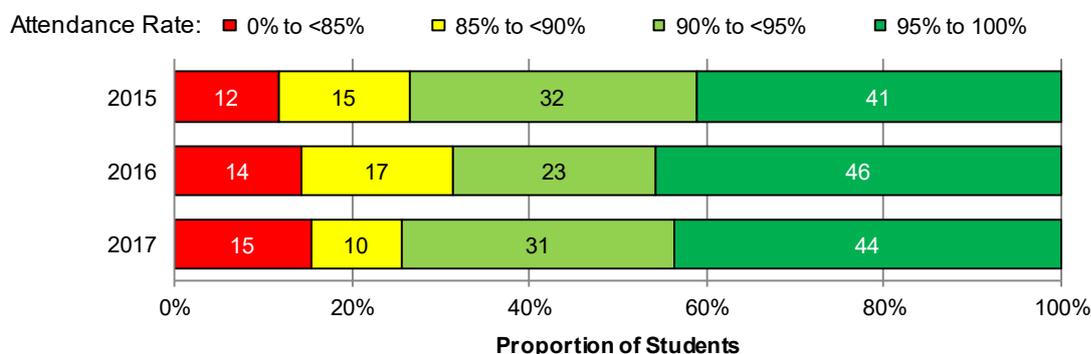
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	98%	91%	94%	93%	96%	95%	87%						
2016	92%	94%	91%	94%	96%	93%	92%						
2017	DW	87%	91%	87%	83%	93%	93%	100%					

*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:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

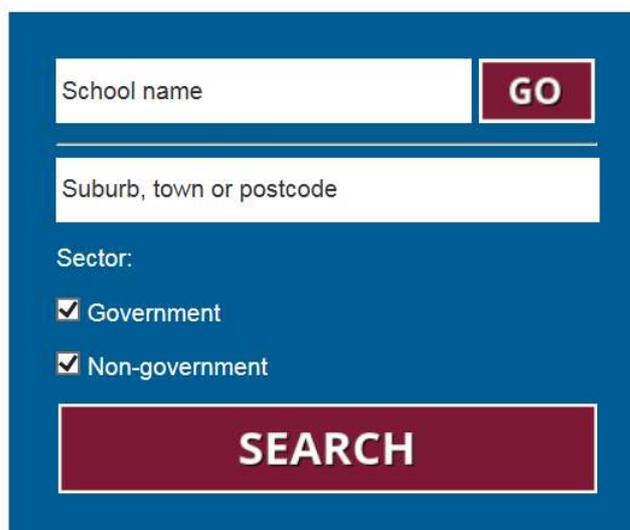
Teachers mark the roll at 9am, followed by contacting office staff to inform them of any absentee students. Office staff then promptly ring parents to ensure the safety of all students and confirm why the student is absent from school. Records of every contact are recorded in OneSchool. In regards to early departure, parents complete a Leave slip. This information is later recorded on OneSchool as well.

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



School name

Suburb, town or postcode

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.