



Thabeban State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Thabeban State School's motto is "We Care". This statement provides a reference for everything we do at our school and in the community. Our vision explains what "We Care" about and relates to three distinct groups **CHILDREN**- attending, learning and achieving, **ADULTS**- Providing quality teaching and support and **EVERYONE**- Having high expectations and C.A.R.E. (Cooperation, Acceptance, Respect and Effort).

CHILDREN are the reason this school has existed for close to 100 years. Everything that happens at Thabeban State School is aimed at giving our students the best opportunities to attend school every day, learn to the best of their abilities and to achieve their goals.

ADULTS provide either quality teaching for our students or they support the teaching that takes place. Every adult's job is related to children attending, learning and achieving.

EVERYONE includes parents, carers, staff, students, community members and visitors. We all have high expectations for the children at Thabeban State School and must continue to maintain and raise these standards if our children are to have the best learning opportunities and achieve great things.

Finally, our **C.A.R.E. Code of Behaviour** Cooperation, Acceptance, Respect, and Effort (C.A.R.E.) is modelled by everyone, young or old, and expected from all. Learning how to C.A.R.E. provides our students with skills they will use for the rest of their lives.

Thabeban State School is situated on the south eastern approaches to Bundaberg. The school was opened in 1917 and occupies a 7.5 hectare site which is surrounded by a mixture of established residential areas and agricultural land. Approximately one quarter of Thabeban State School's students are Aboriginal and/or Torres Strait Islander. The Thabeban State School community also represents cultures from Asian, British, European and Island nations. There is a mix of socio-economic backgrounds at Thabeban State School.

The school buildings provide an attractive and comfortable learning environment for students. Thabeban State School once accommodated a student population of near 500 but on current enrolments (approx. 130 students) would be classed as small to medium in size. The grounds and facilities are very spacious with all classes enjoying a double teaching space and there being 3 large ovals/play spaces.

The school turned 100 years old in 2017 and over that period of time the school has existed the parents of Thabeban students have appreciated the importance of positive, productive partnerships with teachers and staff. It is vital for our students to learn and achieve. Thabeban State School parents see the education of their children as a shared responsibility between home and school and the Thabeban State School Parents and Citizens Association (P&C) provides tremendous support and assistance for all students.

Our staff members can be identified as performing one of two vital roles. Our support staff (administration officers, cleaners, grounds and facilities officer, chaplain, teacher aides, tuckshop convener, crossing supervisors and specialist staff) lay the platform for our teaching staff (teachers and teaching specialist staff) to provide quality teaching for our students to learn and achieve. However most staff members' roles at Thabeban State School involve both teaching and support in some form.

It is this combined focus on students attending, learning and achieving on different levels and in different fields of endeavour that reinforces our motto because it is what "We Care" about at Thabeban State School.



School progress towards its goals in 2018

Priority one: (Partially completed)

The school improvement priorities identified in the 2018 Annual implementation plan includes a review of the whole school approach to reading. This is to be supported through building capability in the collection and analysing of data and providing teachers and teacher aides with professional development to enhance their skills.

Priority two: (Partially completed)

Establish shared leadership of PBL (Positive Behaviour for Learning) through the growth of a school leadership team. Develop and enact weekly lessons and clarify school rules and expectations.

Priority three: (Partially completed)

Improve student's engagement in learning by reducing office referrals and short-term suspensions.

Future outlook

Thabeban State School's explicit improvement agenda for 2019 is articulated through a set of sharp and narrow focus areas. These are explained in the school's 2019 Annual Implementation Plan.

Reading - Embed a shared understanding and pedagogical practice of reading with the aim of improving of reading outcomes for students.

Students - Improve student engagement with attendance, behaviour expectations and curriculum.

Engagement - Engage with school community to improve school culture and image.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	163	141	138
Girls	66	59	54
Boys	97	82	84
Indigenous	54	50	44
Enrolment continuity (Feb. – Nov.)	88%	91%	84%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.



Characteristics of the student body

Overview

In 2018, Thabeban State School had six classes. Over 30% of the student population is Indigenous. There is a mix of socio-economic backgrounds at Thabeban State School with a large number of students from low-income families. This is represented in Thabeban State School's low ICSEA (Index of Community Socio-Educational Advantage) rating for 2018 of 850, which is amongst the lowest in the Wide Bay area.

Thabeban State School is part of the Coral Coast Cluster of State Schools and combines with ten other state primary schools in the south and east of Bundaberg in transition programs to the local state high school. Thabeban State School stands by its motto "We CARE" with programs to assist individual students.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	20	23
Year 4 – Year 6	21	22	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Thabeban State School's distinctive curriculum is enacted through a balance of Curriculum to the Classroom (C2C) units and focussed lessons with explicit teaching. The school has focussed heavily on the explicit teaching of reading using both Speech Sound Pics and Sheena Cameron comprehension strategies. Teaching the behaviour expectations through the CARE Code of Behaviour and school routines remains a focus at Thabeban State School.

Co-curricular activities

- Dance Troupe and School Choir
- Year 6 leadership camp
- Instrumental Music – Strings
- Interschool sporting program including AFL, touch football, soccer and netball
- Options program offering students a range of activities they may otherwise not experience
- Athletics including track, field and cross country events
- Swimming lessons and water safety lessons with pool and beach culminating excursions
- High school transition and academic extension activities and excursions

How information and communication technologies are used to assist learning

Students access the computer lab as well as computers within their classrooms. Electronic whiteboards continue to be utilised across all classes to engage students in their learning. iPads are used for learning in the classroom and library.

Selected students participate in specific online learning programs that allow for collaborative learning. This has been used as explicit extension teaching for these students.



Social climate



Overview

Thabeban State School continues to focus its school rules around the motto of “We Care”. CARE standing for Cooperation, Acceptance, Respect and Effort. During 2018, the school continued to implement lessons that taught what CARE looks like in action. These lessons also taught students about the “High Five” anti-bullying strategies.

Recognition of positive behaviour from the vast majority of students who are showing CARE continues to be successful. Students are recognised through awards and the use of CARE cards enabling staff to easily and frequently reward students with positive behaviour.

Positive and negative student behaviour data has been used to pinpoint focus areas for explicit teaching, reminding and promotion. Data is also used to identify students who require behaviour support. Just as importantly, data is used to identify those students to be acknowledged for their excellent behaviour.



 COOPERATION (with others) MEANS Work together in a friendly way Always use my manners Play by the rules Be safe 	 ACCEPTANCE (of myself) MEANS Choose a positive attitude Be responsible for my actions I can learn from my mistakes Be honest 	 RESPECT (for others) MEANS Recognize that we are all different Value people’s rights and ideas Look after all property and the environment Be tolerant 	 EFFORT (from myself) MEANS Make a commitment Set goals and have a go Be organised and on time Work tough 
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Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree* that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	97%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this is a good school (S2035)	100%	96%	97%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	95%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	97%
• their child is making good progress at this school* (S2004)	100%	100%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	93%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	97%
• teachers at this school treat students fairly* (S2008)	100%	96%	97%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	97%
• this school works with them to support their child's learning* (S2010)	100%	100%	97%
• this school takes parents' opinions seriously* (S2011)	95%	100%	96%
• student behaviour is well managed at this school* (S2012)	95%	92%	96%
• this school looks for ways to improve* (S2013)	100%	92%	93%
• this school is well maintained* (S2014)	100%	100%	97%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	94%	92%
• they like being at their school* (S2036)	90%	92%	94%
• they feel safe at their school* (S2037)	90%	94%	82%
• their teachers motivate them to learn* (S2038)	95%	96%	95%
• their teachers expect them to do their best* (S2039)	97%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	96%	91%
• teachers treat students fairly at their school* (S2041)	90%	86%	88%
• they can talk to their teachers about their concerns* (S2042)	85%	88%	89%
• their school takes students' opinions seriously* (S2043)	93%	88%	92%
• student behaviour is well managed at their school* (S2044)	85%	82%	77%
• their school looks for ways to improve* (S2045)	97%	94%	94%
• their school is well maintained* (S2046)	92%	92%	91%
• their school gives them opportunities to do interesting things* (S2047)	95%	92%	91%

* 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.



Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	96%
• 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%	95%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	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)	100%	92%	91%
• staff are well supported at their school (S2075)	100%	96%	86%
• their school takes staff opinions seriously (S2076)	100%	100%	85%
• their school looks for ways to improve (S2077)	100%	100%	96%
• their school is well maintained (S2078)	100%	100%	96%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	96%

* 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

Parents volunteer in classrooms and/or participated in events such as school leaders' induction, ANZAC day, athletics day, grandparent's day, end of year concert and the year 6 graduation.

Parents/careers were provided with the opportunity to discuss student progress with classroom teachers during Three Way reporting and/or at any other time throughout the year.

The weekly newsletter, school website and social media page helps to ensure that parents/carers and the broader school community were aware of school activities, achievements and the opportunities for them to become involved in school activities. The school continues to update its Facebook page to also keep communication flowing to its community. The school LED sign assist in keeping parents/ carers and the wider community aware of school activities and achievements.

The principal meets on a monthly basis with the P & C association, which is used as a forum to discuss school programs, policies and procedures.

Thabeban staff work with a wide range of community, government and non-government organisations to ensure that appropriate adjustments are made to assist and engage students with diverse needs at school.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The CARE Code and High 5 programs address personal safety and awareness, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they or others are unsafe.



School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	19	12	33
Long suspensions – 11 to 20 days	2	0	5
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school has been conscious of electricity and water usage over the 2018 school year. The introduction of air-conditioning in classrooms over the last several years has kept electricity usage high. Water saving devices have been installed as required during 2016. Old and damaged plumbing has been repaired or replaced on a needs basis.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	102,172	40,987	124,928
Water (kL)	4,040	3,924	

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb	Go	
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile



4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance **Finances** VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	12	26	<5
Full-time equivalents	10	17	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	12
Diploma	
Certificate	

*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 2018 were \$7, 988.08

The major professional development initiatives are as follows:

- Reading
- Early Start
- Curriculum planning and development
- PBL

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	92%	90%
Attendance rate for Indigenous** students at this school	93%	90%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	97%	95%	88%
Year 1	91%	92%	89%
Year 2	93%	93%	89%
Year 3	95%	93%	92%
Year 4	91%	92%	94%
Year 5	94%	91%	89%
Year 6	95%	92%	88%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

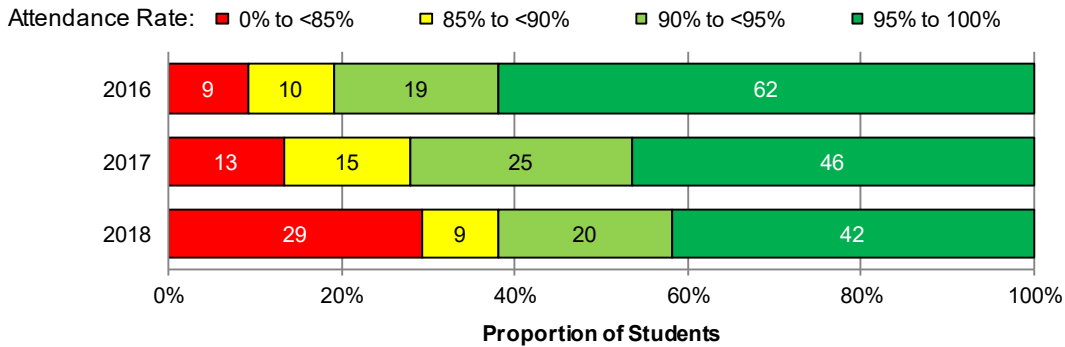
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

Class rolls are marked twice daily; at the commencement of the day and at the start of the final session of the day.

Students and parents are acknowledged and rewarded for improved attendance or reminded of their responsibilities regarding attendance, and the need for explanations for non-attendance (ie note or telephone call to school/class teacher).

Absences are monitored daily to identify individual students' unexplained non-attendance for an extended period of time, or as a developing pattern on non-attendance. The principal with support of the indigenous teacher aide take action to follow up these incidents.

Initial contact is usually made by telephone with follow-up calls, messages and/or home visits occurring when necessary.

In cases where unexplained absences continue and despite school support, DET policies are followed with letters posted to parents/caregivers explaining the requirement for students to attend school, and advising of the willingness of the school to support the students' attendance



NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.