



Thabeban 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:	270 Goodwood Road Bundaberg 4670
Phone:	(07) 4150 8333
Fax:	(07) 4150 8300
Email:	principal@thabebanss.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:	Mr Michael Lawrance

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, STAFF- 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 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. STAFF members provide either quality teaching for our students or they support the teaching that takes place. Every staff member'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. 150 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. Thabeban students enjoy some of the largest and most attractive grounds in the state. In 2017, we were very proud to celebrate our centenary. In the 100 years that 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. All staff members are committed to ensuring that Thabeban students are provided with quality teaching and support. 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. Thabeban State School provides learning opportunities that few other schools do. We focus on ensuring students get solid grounding in core learning subjects but also provide opportunities for sporting, cultural and technology involvement and extension. 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.

Principal's Foreword

Introduction



Future Outlook

The purpose of the school annual report is to provide parents and community members with information required by the Queensland and Australian Governments for all state and non-state schools. It provides an overview of the highlights of the 2017 school year at Thabeban State School. This includes academic, attendance and social achievement along with student, parent and staff opinion survey results. It also provides information relating to the management of the school and its resources for the 2017 year.

2018 Annual Implementation Plan

Priority one:

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:

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:

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

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	163	66	97	52	85%
2016	163	66	97	54	88%
2017	141	59	82	50	91%

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

In 2017 Thabeban State School had 7 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 2017 of 850 which was 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 developed to assist individual students.

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	26	23	20
Year 4 – Year 6	21	21	22
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Thabeban State School's distinctive curriculum is enacted through the implementation of the Australian Curriculum, supported by the curriculum to the classroom resources and 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

- ✓ Push Carts (Maryborough Technology Challenge)
- ✓ Dance Troop and School Choir
- ✓ Year 6 leadership camp
- ✓ Instrumental Music – Strings
- ✓ Interschool sporting program usually in AFL, touch football, soccer and netball
- ✓ Winter Term 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
- ✓ Life Education

How Information and Communication Technologies are used to Assist Learning

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

Some students have participated in maths online learning sessions. 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 2017 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.

In 2017 incidents of suspension decreased from the previous year and suspension rates continue to improve. 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.



Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	100%	100%
this is a good school (S2035)	96%	100%	96%
their child likes being at this school* (S2001)	96%	100%	100%
their child feels safe at this school* (S2002)	100%	95%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	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%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	96%	100%	100%
this school takes parents' opinions seriously* (S2011)	96%	95%	100%
student behaviour is well managed at this school* (S2012)	96%	95%	92%
this school looks for ways to improve* (S2013)	96%	100%	92%
this school is well maintained* (S2014)	96%	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)	98%	95%	94%
they like being at their school* (S2036)	85%	90%	92%
they feel safe at their school* (S2037)	91%	90%	94%
their teachers motivate them to learn* (S2038)	95%	95%	96%
their teachers expect them to do their best* (S2039)	96%	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	96%
teachers treat students fairly at their school* (S2041)	87%	90%	86%
they can talk to their teachers about their concerns* (S2042)	91%	85%	88%
their school takes students' opinions seriously* (S2043)	74%	93%	88%
student behaviour is well managed at their school* (S2044)	78%	85%	82%
their school looks for ways to improve* (S2045)	96%	97%	94%
their school is well maintained* (S2046)	87%	92%	92%
their school gives them opportunities to do interesting things* (S2047)	96%	95%	92%

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%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	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%	100%	92%
staff are well supported at their school (S2075)	100%	100%	96%
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

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

Parents/carers 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 school newsletter, school website and social media page helped 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 continued to update its facebook page to also keep communication flowing to its community. The school LED sign helped to keep parents/carers and community members aware of school activities and achievements.

The principal met monthly with the P&C group and often used this forum as a sounding board for school programs, policies and procedures.

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

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The CARE Code and High Five 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

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	33	19	12
Long Suspensions – 11 to 20 days	2	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school has been conscious of electricity and water usage over the 2017 year. The introduction of air-conditioning in some rooms in 2016 has kept electricity usage high. Water saving devices have been installed as required during 2016. Old and damaged plumbing has been repaired or replaced.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	117,076	5,198
2015-2016	102,172	4,040
2016-2017	40,987	3,924

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

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 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	13	20	<5
Full-time Equivalents	11	12	<5

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.**	1
Bachelor degree	12
Diploma	
Certificate	

*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 \$11,076.26.

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

Some of the professional development undertaken in 2017 included:

Developing and effective writing program

Learning circles

Curriculum Roadshows

Digital tools to support learning

Effective support plans

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	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 2017.

Performance of Our Students

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).	89%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	93%	90%

*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%.

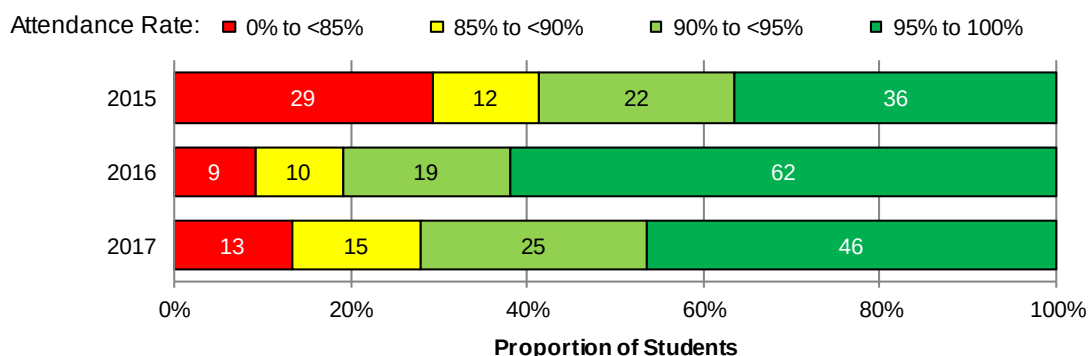
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	85%	92%	90%	91%	90%	88%						
2016	97%	91%	93%	95%	91%	94%	95%						
2017	95%	92%	93%	93%	92%	91%	92%						

*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:



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.

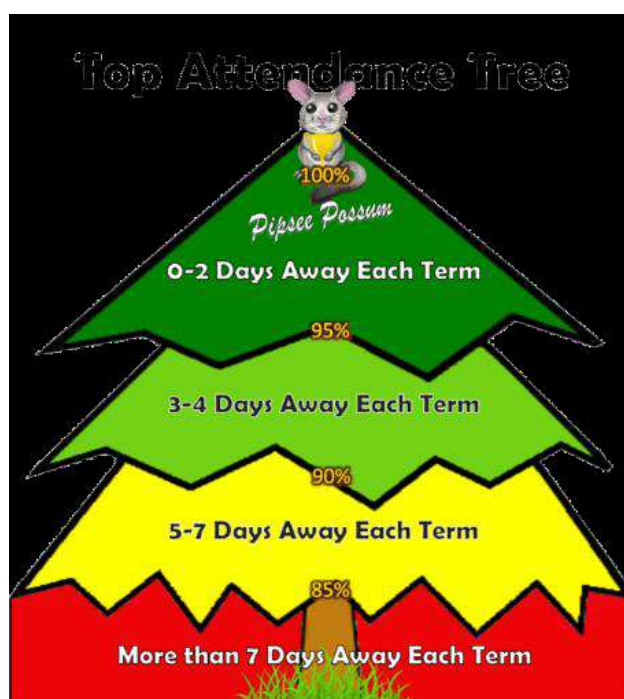
Class rolls are marked twice daily; at the commencement of the day and at the start of the final session of the day.

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 of 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 student's attendance.



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.