


QUEENSLAND STATE SCHOOL REPORTING - 2009

Thabeban State School (1573)

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Principal's foreword

Introduction

Thabeban State School was opened in 1917. Since this early beginning, Thabeban State School has been identified as a well-regarded school servicing the community of Thabeban. Facilities at the school are first class with spacious grounds, including three sports ovals, shaded playground equipment for each play area (Prep-2, Yr 3/4 and Yrs 5-7 play areas).

Every classroom has been fully refurbished including the provision of interactive whiteboards and new furniture. The school environment is attractive and all buildings are well maintained, with all but two of the ten classes enjoying a double teaching area providing teachers with flexibility in their teaching strategies.

A **Triennial School Review (TSR)** was completed during the 2008 school year and the students in years 3, 5 & 7 participated in the first year of the National Assessment Plan Literacy and Numeracy (NAPLAN) testing program. The TSR focused upon the areas of Pedagogy, Student Support, School Environment and Building Indigenous Relationships and a response to student achievement in NAPLAN informed future planning priorities for the school.

The following areas were identified as strategic priorities for the next 3 years.

- Develop and enact a coordinated response to improve student achievement as measured by NAPLAN data. (Source: NAPLAN data)
- Student support information, data and human resources support (HOC, STLD, Inclusion Teacher and teacher aides) to be managed and coordinated across all classes to support student learning and achievement. (Source: TSR 2008)
- Complete curriculum review and update of curriculum plan including melding of New Basics Rich Tasks, Blueprints in context of QCAR Framework and Essential Learnings (Source: TSR 2008)
- Further implementation of Embedding Aboriginal and Torres Strait Islander Perspectives in Education across school, including recognition of Indigenous content within Essentials. (Source: TSR 2008)
- Develop a long term development and improvement plan for grounds development and maintenance (including WH&S component) to be completed and commenced. (Source: TSR 2008)

The Thabeban State School Motto, '**We Care**' is reflected in all aspects of school life. The employment of a School Community Liaison Officer to support the development and maintenance of positive home-parent/carer-school relationships reflects this commitment, as does the value placed upon the role of the School Chaplain.

Parents and carers are encouraged to play a role in the life of our school community, participating at a level at which they feel comfortable.

School progress towards its goals in 2009

The following areas were identified as priorities for the 2009 school year.

- **To focus attention on the information provided by 2008 NAPLAN data to improve student learning and teachers' teaching. (Strategic Direction No 1)** All teaching staff worked together to review the results of the 2008 NAPLAN tests. This data provided a focus for improved targeted teaching in an effort to improve student performance. There was a specific focus on students in years 3, 5 & 7.
- **Complete review of all student record folders and develop class profiles to support decision making regarding student support, goal setting and learning. (Strategic Directions No 1/2)** All student record folders were reviewed and data mapped to provide profiles of each class. This data provided an accurate basis from which to provide student support, goal setting and individual student learning goals.
- **Utilise creative approach to staff deployment to support student learning and teachers' teaching across all classes including utilisation of HOC/STLD and Inclusion Teacher working together to support all classes in a coordinated manner, as well as deployment of teacher aides effectively to support student learning. Data gathered from student records and class profiles to support decision making and goal setting. (Strategic Directions No 1/2/3)** Student data provided a basis from which to make informed decisions about the deployment of resources to support students. This process has seen a more highly coordinated approach in the application of resources. The STLD and SWD teachers now work as a coordinated team to deliver support to classroom teachers and students, reducing overlap of services and providing a team approach to problem solving and peer support..
- **Complete review of school curriculum plan including mapping against Essentials and clearly identifying Indigenous links. (Strategic Directions No 3/4).** The process to map the current curriculum plan and the Essentials has commenced and is to be completed in 2010. The identification of Indigenous links with the school curriculum has not yet occurred but strong links are being developed within the local Indigenous community as well as the Indigenous parents/carers within our school community.
- **Continue to develop links with local Elders (HACC) and Indigenous Dance and Craft group (Bernie Johnson). Establish flagpoles to fly Aboriginal and Torres Strait Islander flags. (Strategic Direction 4)**
The Principal is developing strong links with members of the local Indigenous community. A visit to HACC to meet local Indigenous Elders over lunch was followed by a luncheon at Thabeban for the local Elders with our students providing table service. Bernie Johnson has continued his weekly dance and craft group with a focus on developing an understanding of Indigenous culture. The school celebrated NAIDOC Week with the Cherbourg Indigenous Dancers visiting the school together with other Indigenous community members who provided a range of activities for our students to experience. The Australian National flag is now accompanied by the Aboriginal and Torres Strait Islander flags. The flag poles for the front of the school have been identified as a project for completion in 2010 when the Indigenous Reference Group is operating.
- **Develop long term grounds development plan and commence initial stages. (Strategic Direction No 5)**
This goal was put on hold until the completion of the BER building projects and associated works. This was to ensure no overlap occurred and would allow a coordinated approach to be undertaken when all associated landscaping was complete.

Future outlook

The following have been identified as priorities for the 2010 Annual Operational Plan

- Introduce and start to implement You Can Do It (YCDI) - Social Emotional Learning (SEL) Program and in-service staff to support implementation of YCDI program & embed YCDI program into responsible behaviour plan
- Complete curriculum plan and review and modify curriculum planning organisers and assessment tasks
- Review and set literacy and numeracy targets, including Closing the Gap targets for Indigenous students
- Staff to access and utilise data (NAPLAN and school based) to set targets for students (individually and class cohorts)
- Form Indigenous and Torres Strait Islander Reference Group and provide staff with 'It's everyone's business' (previously completed), 'Crossing Cultures' (previously completed) and Uncle Ernie's Story' professional development and commence development of school protocols.
- Ensure opportunities are provided for G&T students in planning
- Develop school maths program with First Steps Maths diagnostic tasks and other point-in-time assessments
- Develop grounds maintenance and development plan with P&C
- Review enrolment process including identification of student learning needs (literacy and numeracy demands), collection of data and use of OneSchool Markbook to record all student achievement data in a central location.
- Maintain co-curricular activities incl. model solar boat, Tones choir, chess etc
- Engage school community in skilling sessions (technology, early literacy and numeracy)
- Complete Improving Performance Process and planning
- Implement plan for profiling and coaching

Our school at a glance

School Profile

Characteristics of the student body:

Thabeban State School is a small state school with 10 classes. We have a 25% indigenous population with a strong community indigenous focus in our school with Indigenous dance, music and art.

Our families come from very diverse backgrounds with some students travelling past other schools to come to Thabeban as their school of choice.

We have two state secondary schools close by and link with transitional programs to both of the institutes. We are a caring school with many programs developed to assist individual students.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
232	115	117	77%

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	21	100%	100%	0%	0%
Year 4 – Year 10	27	100%	60%	40%	0%
All Classes	24	100%	80%	20%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	52
Long Suspensions - 6 to 20 days	<5
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum is enacted through a balance of Rich Tasks and focussed lessons and sequences of lessons in one Key Learning Area. A Rich Task is an integrated unit that requires high levels of *Intellectual Rigour*, has high degrees of *Connectedness to the World* and allows for the development of and *Recognition of Different Learning Styles*.

Our school at a glance

Extra curricula activities

- Model Solar Boat (Maryborough Technology Challenge)
- Smiley Push Carts (Maryborough Technology Challenge)
- Robotics (Maryborough Technology Challenge)
- Brolga Cultural Learning (Indigenous cultural and dance program delivered by local Indigenous Elders)
- Instrumental Music – Strings
- Instrumental Music- Brass (Satellite program offered via neighbouring school)
- Interschool sporting program, usually seeing representation in rugby league, touch football, soccer, netball, softball, tee-ball, table tennis and cricket
- Winter Term Options Program offering students a range of activities they may otherwise not experience
- Athletics including track, field and cross country events
- Participation in the QRL Development Cup Program
- Junior and Senior Choirs

How Information and Communication Technologies are used to assist learning

Thabeban State School is well resourced in terms of computers and other Information and Communication Technologies (ICTs). Students have access to a computer lab as well as computers within their classrooms. Electronic whiteboards (11 in total) have also been provided in each classroom and the soon to be completed Technology Resource Centre as a result of the efforts of the Parents & Citizens' Association.

The use of ICTs is integrated into lessons with many rich tasks demanding the use of technology. The teacher librarian has a major role in teaching specific skills to students to enable them to use ICTs in their learning. Over 50% of teaching staff are working towards the attainment of their ICT Certificate, reflecting both their ability and commitment towards the effective use of ICTs in student learning.

Social climate

Thabeban State School has focused upon developing within students sound social and emotional skills. To date, this has seen a focus on a whole school Social Skills Program which works to support the Responsible Student Behaviour Plan. This program focuses on one skill each week, across the school. The weekly focus is also promoted in the school newsletter, on the weekly parade and during student cohort meetings.

The student population is drawn from a range of socio-economic backgrounds with a large percentage of students from lower socio-economic backgrounds.

Thabeban State School has a significant population of Indigenous students with more than 20% of the student enrolment identifies as being from Aboriginal or Torres Strait Islander backgrounds.

Other ethnic groups are also represented including Tongan, Vietnamese, Italian and Filipino.

Our school at a glance

Parent, student and teacher satisfaction with the school

Parents, students and staff responses indicate a high to very high level of satisfaction in terms of satisfaction across the five areas of performance measured in the student, staff and parent surveys.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	81%
Percentage of students satisfied that they are getting a good education at school	80%
Percentage of parents/caregivers satisfied with their child's school	91%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	77%
Percentage of staff members satisfied with morale in the school	87%

Involving parents in their child's education.

Thabeban State School has a strong focus on enhancing parent/carer involvement in day to day school activities. It has also been recognised that parent/carer participation needs to be at a level of comfort for each individual. The employment of a School Community Liaison officer reflects a strong commitment to involve parents/carers, and to provide families with support.

Parents have the opportunity to volunteer in classrooms, support and/or participate in events such as Family Days, Sharing Days (where student work achievements are displayed and shared with the broader community, at school ceremonies such as the School leaders' Induction, ANZAC Day, the Cultural Concert, End of Year Concert and the Year 7 Graduation.

The Catering Project has seen an increase in the level of parental/carer involvement where members of the school community have been able to contribute by donating required ingredients, cooking specific dishes, or assisting with the actual catering and/or cleaning up at end of day.

Parents/carers are also provided with the opportunity to work with classroom teachers during reporting and parent/carer-teacher meetings.

The weekly school newsletter, *Thabeban News*, and the thrice yearly community newsletter, the *Thabeban Voice*, help to ensure that the parent/carer and broader school community are aware of school activities, achievements and are aware of the opportunities for them to become involved in school activities. The school sign also helps to keep parents/carers and community members aware of school activities and achievements.

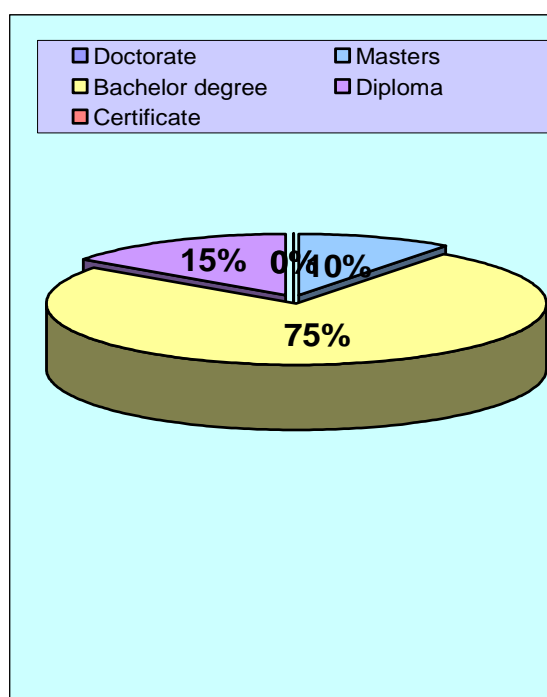
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	20	2
Full-time equivalents	21	12	1

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	15
Diploma	3
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$23 805.00.

The major professional development initiatives are as follows: The major area of focus for 2009 was the training of the entire teaching staff in First Steps – Maths (Number). This was a major initiative that took a semester to complete. In addition to this there was specific training offered to support the continued implementation of the Embedding Aboriginal and Torres Strait Islander Perspectives in education and development of teachers knowledge and skills in robotics.

The involvement of the teaching staff in professional development activities during 2009 was 100%.

Our staff profile

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 87% of staff members were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 93%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
94%	95%	94%	94%	92%	92%	91%	N/A	N/A	N/A

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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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 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 weekly to identify individual students' unexplained non-attendance for an extended period of time, or as a developing pattern of non-attendance (ie every Friday). The Principal takes action to follow up these incidents often with the support of the School Community Liaison Officer. In cases involving Indigenous students, the Principal will often enlist the support of one of the Indigenous aides.

Initial contact is usually made by telephone with follow-up telephone calls 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 warning of the requirement for students to attend school, and advising of the willingness of the school to support the student and parents/carers support attendance.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results –writing, spelling, grammar and punctuation, and numeracy

Domain	Measures	Yr 3	Yr 5	Yr 7	Student Improvement from Yr 3 - Yr 7	
Reading	Average score for the school in 2009	314	416	475	161 (Thabeban students)	
	Average score for Australia in 2009	410.8	493.9	541.1	130.3 (National students)	
	For the school the percentage of students at or above the national minimum standard.	2008	76%	80%	77%	
		2009	67%	74%	89%	
	For the school the percentage of students in the upper two bands	2008	0%	0%	9%	
		2009	13%	3%	8%	
Writing	Average score for the school in 2009	315	412	455	140 (Thabeban students)	
	Average score for Australia in 2009	414.5	484.7	532.4	117.9 (National students)	
	For the school the percentage of students at or above the national minimum standard.	2008	80%	84%	65%	
		2009	60%	71%	70%	
	For the school the percentage of students in the upper two bands	2008	12%	0%	6%	
		2009	10%	5%	3%	
Spelling	Average score for the school in 2009	308	416	459	151 (Thabeban students)	
	Average score for Australia in 2009	404.8	487.2	540.0	135.2 (National students)	
	For the school the percentage of students at or above the national minimum standard.	2008	71%	84%	74%	
		2009	73%	68%	70%	
	For the school the percentage of students in the upper two bands	2008	8%	0%	3%	
		2009	3%	3%	5%	
Grammar and Punctuation	Average score for the school in 2009	310	412	465	155 (Thabeban students)	
	Average score for Australia in 2009	419.7	499.7	539.5	119.8 (National students)	
	For the school the percentage of students at or above the national minimum standard.	2008	67%	84%	74%	
		2009	57%	70%	76%	
	For the school the percentage of students in the upper two bands	2008	0%	0%	3%	
		2009	7%	0%	5%	
Numeracy	Average score for the school in 2009	326	423	484	158 (Thabeban students)	
	Average score for Australia in 2009	393.9	486.8	543.6	149.7 (National students)	
	For the school the percentage of students at or above the national minimum standard.	2008	68%	72%	94%	
		2009	83%	84%	92%	
	For the school the percentage of students in the upper two bands	2008	4%	0%	3%	
		2009	3%	0%	3%	

