Principal’s foreword

Introduction
Torbanlea has a long history of excellence and high standing in the community. Historically it has grown with the fortunes of the area and 2011 was no exception. The early years of struggling to establish a school for local children in the 1800’s has set the tone for an ongoing regard and community involvement in the school. The school, which is approximately 20km north of Maryborough, just off the Bruce Highway, has a clientele from the beachside suburbs of Toogoom and Burrum Heads as well as from the rural areas of Stafford Estate, Burrum Town and Torbanlea itself. We also have students travel from Howard, Pacific Haven, Craignish and Takura.

Although the school has maintained its growth, it has still maintained that ‘country school’ feel, characterised by its friendliness and close community spirit. The co-ed year levels from Prep-7 cater for the academic, social and physical needs of the children in the area.

Our friendly school culture has seen many new families settle and feel at home within the school community and seen others sad to leave. We also seem to be a school that families gravitate back to after work or family calls them away for periods of time.

The Torbanlea school motto of ‘Honour and Truth’ is central to the expectations of how both students and staff operate. It provides the basis for our behaviour framework which focuses on Respect, Effort, Self Responsibility and Safety.

School progress towards its goals in 2011

<table>
<thead>
<tr>
<th>Literacy and Numeracy</th>
<th>Re-designed school timetabling to include uninterrupted literacy and numeracy blocks which are supported by an increase in teacher aide hours.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduced PAT spelling, reading and maths testing as a tool to develop targets and analyse individual and whole school progress towards these targets.</td>
</tr>
<tr>
<td></td>
<td>Updated and re-benchmarked our home readers to give all students from Prep to Year 7 access to the program.</td>
</tr>
<tr>
<td></td>
<td>Refined school community and parent education programs through the following initiatives: Pre Prep program and Parent Café</td>
</tr>
<tr>
<td>Curriculum Teaching and Learning Australian Curriculum</td>
<td>Provided teaching staff with extensive professional development in the key areas of English, maths and science. Utilised the Education Queensland Roadmap as a stimulus for discussion and continual improvement around Quality Teaching and Learning.</td>
</tr>
<tr>
<td>Closing the Gap</td>
<td>Implemented Individual Education Plans for all indigenous students. Employed a teacher aide to assist in the delivery of these plans.</td>
</tr>
<tr>
<td>School Audit Recommendations</td>
<td>Developed a data driven approach to teacher planning. Developed Staff Capabilities in utilising OneSchool as a single point of access for individual, cohort and whole school data. Developed a consistent process for identification of students with special needs and created a Special Needs Committee to ensure a consistent allocation of resources both human and physical. Implemented individual teacher development plans with a focus on building leadership and pedagogical capacity. Developed a feedback program for teachers to improve pedagogical practice.</td>
</tr>
</tbody>
</table>

**Future outlook**

Our Priorities for the future:

**THE TORBO WAY**

- Through Social and Emotional programs, parenting programs and pre-prep programs.
- Through engagement, high expectations and differentiation.
- Through literacy/numeracy programs and staff professional development.

2011 School Annual Report

Queensland Government
Our staff profile

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>358</td>
<td>167</td>
<td>191</td>
<td>84%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The Torbanlea State School student population is unique in that there is a diverse range of socio-economic backgrounds and learning needs.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>20.9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.4</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.3</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>11</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings

- We have HIGH EXPECTATIONS for all staff and students and pride ourselves on our achievements.
- We have a very mobile population and strength of our curriculum is that we have developed underlying programs to check and develop the essential skills of literacy and numeracy.
- There is an extensive early intervention program which screens students for speech, physical activity (fine and gross motor skills, visual perception etc)
- A well-structured and rigorous Prep Program, highly regarded in the school and wider community
- Behaviour Support programs utilising the School Wide Positive Behaviour Support philosophy
- Individual Education Plans for students with special needs
- The school chaplain takes a strong interest in students and their development
- The whole school participates in training for cross country and athletics
- Learning Support program to cater for individual needs of students

Extra curricula activities

Extra curricula activities

- Upper school camp program for students in years 6/7
- Active involvement in interschool sport for selection and fun. The Year 5-7 students join with the Maryborough schools in terms 1 and 4
- School swimming program (Years 1-7)
- Choir (Years 2-5)
- Visits by prominent sports people and development coaches
- Instrumental music, including a percussion band
- Strong representation in Zone, Wide Bay and State sports and athletics
- Student Council fundraising activities like Discos, free dress days and icy cups
- Support for community projects, (chaplaincy week, pancake day, MS read-a-thon and make-a-wish foundation)
- Visits by high school bands and orchestras
- Swimming and athletics carnivals

How Information and Communication Technologies are used to assist learning

A school priority in 2011 was for staff to increase opportunities for students to engage purposefully with ICT. IWBs have now been installed in 10 out of 16 classrooms with other classes having timetabled access to the IWB in the library. Professional Development was provided to school staff to ensure optimal use of the IWB to engage learners in enriching activities and purposeful curriculum.
Our staff profile

Social climate

We are a positive and friendly school with high expectations for all. The behaviour, safety and discipline of students are areas that we constantly work on and review to try to maintain our high standards. We encourage our students to be part of, and to support the community by participating in local celebrations like ANZAC Day and Remembrance Day. Visitors are also welcomed into the school to share their life and experiences. We are a multicultural community that value the diversity of all families. We pride ourselves on the school physical environment and visitors to our school always comment and praise the teaching and learning environments of our school. Our outdoor spaces are well maintained and are an asset to our school community. We are actively engaged in the local community. We build student leadership and encourage the best from every child, every day in every classroom.

Parent, student and teacher satisfaction with the school

At Torbanlea State School we take responsibility for our reputation in the school and wider community.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>92%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

All classes have an informal ‘open door’ policy for parents/caregivers to be actively involved in their child’s education. Teachers seek assistance from parents/caregivers for whole class programs, rotation activities and one-on-one support. Our weekly newsletter, Torbo Times, offers hot tips for parents/caregivers to support their child’s education at home.

We actively encourage parents/caregivers to be involved through helping in classrooms, in outdoor activities, on camps, trips and excursions. This allowed parents to see the interaction of staff and students and get a better idea of how learning takes place. Parents/caregivers help in infant swimming lessons, on excursions and sports days. We also have many parents/caregivers that help with tuckshop, sausage sizzle and breakfast.

Communication and exchanges through the Torbo Times and P & C meetings promote understanding of teaching learning issues. We encourage parents/caregivers to access the newsletter online and to view photos of student activities online. The Deputy Principal regularly has a section in the newsletter flagging curriculum issues for parents/caregivers and to provide information on classroom activities. We were delighted to see parents/caregivers attend the celebration days held as an entire school community or in individual classrooms.
Our staff profile

Involving parents in their child’s education continued

Torbanlea State School takes pride in its relationships with the wider community and the support that local community organisations, businesses and schools can offer. In 2011, our school continued its strong community ties with links to the following groups:

Wide Bay Water, RSL- local branch, CWA, SES, Local AFL Club, Volunteer Fire Brigade, Maryborough Schools’ Cluster, Howard State School Childcare Centres, Community Health, Local churches through the chaplaincy, Zone and Regional Sporting groups

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

During 2011 a sustainable vegetable garden and worm farm facility were introduced in the lower grades to reduce the school’s environmental footprint. Waste from the fresh fruit break held each morning was composted in the worm farm and then placed onto the vegetable garden.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>68,022</td>
<td>571</td>
</tr>
<tr>
<td>2010</td>
<td>53,047</td>
<td>783</td>
</tr>
</tbody>
</table>

% change 10 - 11: 28% -27%

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>27</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>
Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>26</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $24,786.

The major professional development initiatives are as follows:

- Literacy and Numeracy training for all staff
- ICT Skills
- Australian Curriculum Maths, Science and English
- Classroom behaviour management skills
- Peer mentoring and coaching through feedback program

The proportion of the teaching staff involved in professional development activities during 2011 was 100%. Teachers at Torbanlea exhibit great professionalism and a commitment to engaging in professional development and recognise the need to be lifelong learners.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 school year.
School income broken down by funding source

School income 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Perfor
mance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>93%</td>
<td>89%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Diagram]

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.

“Every day at school counts”

In line with government priorities, our school promotes the ‘Every day at school counts’ campaign. On parade, in classrooms, at P&C meetings and in our Torbo Times, we encourage regular attendance at school and stress the importance of every day counting towards a child’s education.

Classroom teachers mark the roll twice a day (in the morning and after 2nd break), with absences being recoded on SIMS weekly. Administration staff manage phone calls where parents/caregivers call the office. Classroom teachers follow up with students and parents for unexplained absences. The Principal investigates prolonged or regular absences by contacting parents/caregivers for explanations. DET documents are also used to follow up absences where school intervention has not first been successful.

Students at Torbanlea are actively engaged in classroom education all of the day, with minimal need for administration intervention.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

In 2011 Torbanlea State School utilised the EATSIPS (Embedding, Aboriginal and Torres Strait Islander Perspectives) plan which included a range of initiatives to close the gap. The plan focussed on improving attendance and academic achievement through an ‘Everyday Counts’ program, implementation of Individual Support Plans and the development of a cultural room. All students in Prep to Year 7 also participated in a range of NAIDOC week activities.