

Torbanlea State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Torbanlea has a long history of excellence and high standing in the community. Although the school has maintained its growth, it has still maintained that 'country school' feel, characterised by its friendliness and close community spirit. Our school develops students with character and a strong set of values to take into their futures. The Torbanlea school motto of 'Honour and Truth' is central to the expectations of how both students and staff operate. Our distinctive curriculum offerings include an underlying program to check and develop the essential skills of literacy and numeracy (ESP), and an extensive early-intervention program which screens students for speech, physical activity (ie fine and gross motor skills, visual perception etc). Students in the upper grades are encouraged to participate in interschool sport in terms 1 and 4. The school chaplain takes a strong interest in students and their development. He also organises some activities in the holidays. The whole school participates in training for cross-country and athletics.

Prep-6 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. Torbanlea State School has a long history of excellence and high standing in the community. 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. 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 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 2018

The focus of the AIP for 2018 was to embed a balanced reading program by:

- Developing shared understanding and pedagogical practice of the 5 reading procedures
- Aligning reading framework to Pearson's Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading)
- Ensuring the 5 aspects of reading are explicitly addressed
- Continuing the use of a variety of teaching processes and resources to support the development of the literacy skill of inference
- Embedding comprehension strategies into reading procedures
- Using the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- Developing a Staff Performance Framework by regular achievement meetings
- Developing a framework which ensures an alignment to school improvement priorities and individual needs
- Developing Performance Plans which align with AITSL: National Professional Standards for Teachers.

Torbanlea State School has developed the capacity of its expert teaching team to effectively deliver quality reading programs across all grades. We continue this journey into 2019 with an additional focus on improving teacher capacity to deliver the Australian Curriculum in mathematics.

## Future outlook

In 2018, our explicit improvement agenda sets targets to ensure that 80% of students achieve an A-C in mathematics and English. We have formed strong links with the NCR mathematics program and employed a STEM leader to drive this agenda. Teachers are receiving professional development throughout the year both externally and provided at school to further develop their pedagogical practice and deepen their understanding of the Australian Curriculum mathematics. Teachers are supported to identify the individual learning needs of their students in relation to mathematics and programs to address these needs. There is a strong focus on increasing student engagement in mathematics and developing a positive disposition towards mathematics. There is already significant improvement noted in student disposition, engagement and results.

In 2018, a three tiered approach to support all students has been implemented at Torbanlea. The school has identified and employed two intervention teachers to provide focussed intervention for students who are not achieving at grade level. The Speech Sounds Pics (SSP) program is being implemented from Prep and is used for reading instruction in focused intervention. Students' progress in reading is carefully and regularly tracked to ensure progress is happening. Torbanlea State School's master teacher plays a key role in developing staff capacity to deliver balanced literacy programs and ensure effective delivery of the Australian Curriculum in English. Teachers engage in regular professional development, coaching and mentoring to sharpen consistency of practice.

In 2018, Torbanlea State School has continued to embed the Australian Curriculum Digital Technology to all grades from Prep-Year 6. The school has budgeted to equip the school for the future and ensure that students have access to digital devices on a daily basis. Our teacher librarian plays a key role in upskilling students and staff as we head towards full implementation in 2020.

## School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	381	329	305
Girls	177	150	135
Boys	204	179	170
Indigenous	43	25	39
Enrolment continuity (Feb. – Nov.)	93%	87%	89%

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

The Torbanlea State School student population is unique in that there is a diverse range of socioeconomic backgrounds, cultural groups and learning needs. Torbanlea State School provides an inclusive curriculum for all students, embracing our cultural diversity.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	21	21
Year 4 – Year 6	25	26	24
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

We have HIGH EXPECTATIONS for all staff and students and pride ourselves on our achievements.

- We have a very mobile population and a 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).
- We provide a Pre-Prep program each Friday morning for 2 hours during Semester 2. Children attend with their parents and develop early literacy and numeracy skills, develop social skills and familiarize with the school environment.
- We provide a well-structured and rigorous Prep Program, highly regarded in the school and wider community.
- Behaviour Support programs utilising the Positive Behaviour for Learning (PBL) model ensure safe and supportive classroom environments conducive to learning.
- Targeted intervention programs cater for individual needs of students ensuring success in learning.

### Co-curricular activities

Upper school camp program for students in years 6

- Active involvement in sport for selection and fun. Students join with the Maryborough schools for gala days
- School swimming program (Years 1-6)
- 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, Day for Daniel)
- 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 2018 was to develop student skills and access to digital technologies. The school has utilized the bank of laptops and desktops in the ALC and students have had dedicated lessons to improve their skills in operating a computer, using software such as Word and PowerPoint and beginning coding with Bee-bots. In classrooms, teachers regularly utilize iPads, computers and digital whiteboards to assist learning.

## Social climate

### Overview

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 on 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 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%	97%	95%
• this is a good school (S2035)	100%	97%	95%
• their child likes being at this school* (S2001)	97%	97%	100%
• their child feels safe at this school* (S2002)	100%	97%	95%
• their child's learning needs are being met at this school* (S2003)	97%	97%	88%
• 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%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	95%
• teachers at this school motivate their child to learn* (S2007)	100%	97%	95%
• teachers at this school treat students fairly* (S2008)	97%	92%	88%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	98%
• this school works with them to support their child's learning* (S2010)	97%	97%	95%
• this school takes parents' opinions seriously* (S2011)	97%	94%	82%
• student behaviour is well managed at this school* (S2012)	100%	92%	78%
• this school looks for ways to improve* (S2013)	97%	97%	95%
• this school is well maintained* (S2014)	100%	97%	98%

\* 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)	97%	98%	94%
• they like being at their school* (S2036)	98%	90%	96%
• they feel safe at their school* (S2037)	97%	96%	96%
• their teachers motivate them to learn* (S2038)	100%	95%	97%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	98%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	95%
• teachers treat students fairly at their school* (S2041)	91%	95%	89%
• they can talk to their teachers about their concerns* (S2042)	96%	91%	86%
• their school takes students' opinions seriously* (S2043)	94%	94%	87%
• student behaviour is well managed at their school* (S2044)	93%	83%	87%
• their school looks for ways to improve* (S2045)	99%	96%	95%
• their school is well maintained* (S2046)	95%	95%	96%
• their school gives them opportunities to do interesting things* (S2047)	96%	91%	90%

\* 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%	82%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	96%
• they receive useful feedback about their work at their school (S2071)	97%	97%	71%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	75%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	93%	94%	82%
• student behaviour is well managed at their school (S2074)	100%	97%	64%
• staff are well supported at their school (S2075)	97%	100%	57%
• their school takes staff opinions seriously (S2076)	93%	97%	68%
• their school looks for ways to improve (S2077)	100%	100%	86%
• their school is well maintained (S2078)	97%	97%	96%
• their school gives them opportunities to do interesting things (S2079)	93%	100%	75%

\* 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

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 fortnightly 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 and excursions. This allows 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, Facebook 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 are delighted to see parents/caregivers attend the celebration days held as an entire school community or in individual classrooms.

Torbanlea also actively consults with parents and caregivers regarding adjustments made to assist students with diverse needs so that they can access and participate fully at school.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Social Skills program at Torbanlea focuses on the four values of the school, Effort, Respect, Self-Responsibility and Safety. Each Monday at parade, our School Leaders perform small skits that outline a specific social skill and this is then linked to the Dragon Eggs tickets that are given out by staff. Eight Dragon Egg tickets are drawn for both Junior and Senior cohorts, each child winning an ice block for their efforts. Staff also revisit the skills weekly in class. Hero Day is the reward day each term with each term having a theme and children being rewarded as per our Positive Behaviour for Learning guidelines. The school Chaplain also provides small group programs for targeted students around social wellbeing and friendship.

## 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	8	26	15
Long suspensions – 11 to 20 days	0	2	0
Exclusions	0	0	0
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

During 2018, a sustainable vegetable garden and worm farm facility was continued 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.

The school has solar panels fitted to B-Block to assist in reducing electricity usage. Teachers are regularly reminded to run air conditioners at 25°C and ensure windows and doors are closed. The introduction of 'Paper Cut' at the beginning of 2018 is also reducing printing and paper usage in the school.

The school has two large water tanks providing water for flushing of toilets.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	67,746	83,708	99,412
Water (kL)	944	1,933	2,538

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.



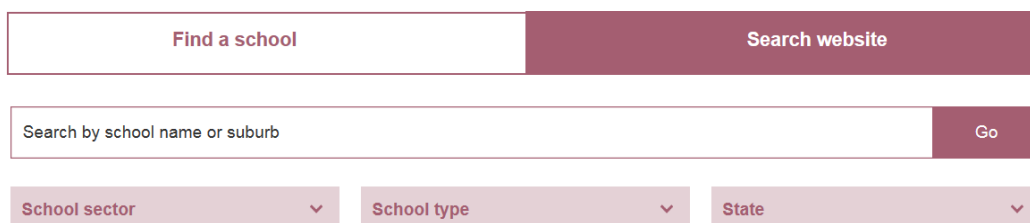
## School funding

### 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](http://www.myschool.edu.au/) 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	24	16	<5
Full-time equivalents	22	12	<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	3
Graduate Diploma etc.*	2
Bachelor degree	19
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 \$46 400.

The major professional development initiatives are as follows:

- Coaching & mentoring
- Teaching of Reading
- Training in SSP (Spelling/Reading)
- Use of digital technologies
- NCR maths project
- First Aid Training and updates
- Behaviour management – Positive Behaviour of Learning & Functional Behavioural Assessment training.

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%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 73% 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	92%	93%	92%
Attendance rate for Indigenous** students at this school	90%	91%	91%

\* 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	92%	94%	92%
Year 1	92%	93%	93%
Year 2	94%	94%	94%
Year 3	93%	93%	93%
Year 4	92%	92%	92%
Year 5	91%	93%	92%
Year 6	92%	90%	91%

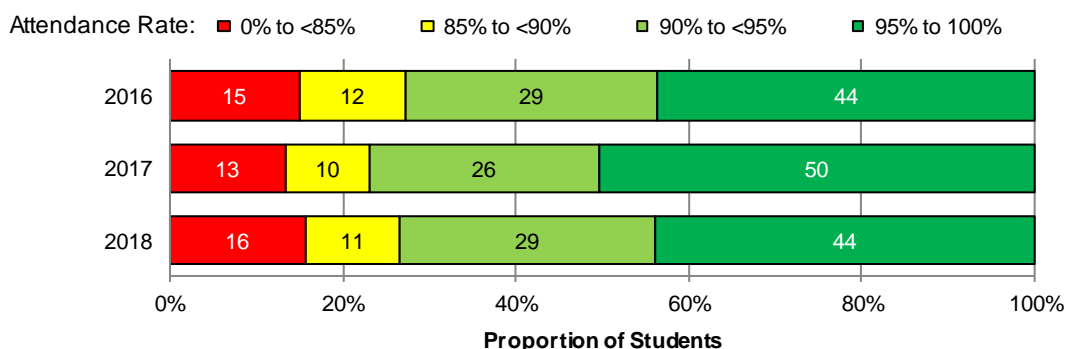
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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 recorded on IDAttend daily. Classroom teachers follow up with students and parents for unexplained absences. The Principal and Deputy 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.

## 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

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

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.