



Laura State School

ANNUAL REPORT 2018

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	c/- Post Office Laura 4871
Phone:	(07) 4060 3232
Fax:	(07) 4060 3376
Email:	principal@laurass.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:	Karl Gunter

School Overview

Laura State School is a small country school situated in the heart of the township of Laura, 315 km north of Cairns. The school is located in a leafy bush setting with 3 buildings, one serving as the teaching block, one administration building and the other as a library. In the teaching block we have students from Prep to Yr 6. Laura State School is well resourced with technology and library resources and has a very good attendance and academic achievement record. The school is small but rich in culture and history pertaining to the aboriginal and pioneering history of the region. The school operates from 8.30am - 2.30pm with a teaching principal, teacher aide and a part time teacher who is shared with Lakeland State School. Enrolment numbers have steadily increased over the years and are currently sitting at 17.

The school community sets high expectations in relation to academic outcomes and behaviour of students. Teaching staff work hard to provide an educational experience and outcomes analogous to our counterparts in urban areas of the state. The school enjoys the unwavering support of the community and provides many extracurricular events including – participation in the biennial Laura Aboriginal Dance Festival, after school sports each term, a yearly soccer carnival, school disco's, a community garden, cultural lessons with the Laura Rangers and Elders and many other experiences designed to enhance our students knowledge and strength.

Explicit Improvement Agenda in 2018

Improvement strategy 1	Actions to address improvement strategy	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	Timelines, milestones and targets (Completion date, artefacts, evidence of targets achieved) <i>Record as three, six, nine and 12 month targets</i>
<p>Develop a narrow and sharp EIA to include key strategies and achievable and measurable targets linked to individual student outcomes and term-by-term timelines.</p>	<ul style="list-style-type: none"> • Scan and assess school data sets to identify problems of practice in the teaching of reading • Investigate teaching of reading and high yield practises • Develop individual student improvement targets for reading achievement • Develop school wide reading toolkits – scripts and posters on what reading looks like at differentiated levels (Prep-2, year 3 & 4, year 5 & 6) 	<ul style="list-style-type: none"> • Principal, ARD, Evidence Hub • Teachers and TA • School NAPLAN data • Student A-E Data • Current Reading data • PD Budget • Regional PEACS 	<ul style="list-style-type: none"> • Principal 	<p>Within first 3 months:</p> <ul style="list-style-type: none"> • Complete scan and assess, prioritise phase of Cycle of Inquiry • Identify and visit schools within region who have high yield strategies in place that can be well evidenced by data. Ascertain what practices are driving school improvement in reading. • Develop a whole school assessment and data reporting schedule • Create a PD plan for all staff linked to the teaching of reading <p>By the end of term 2:</p> <ul style="list-style-type: none"> • All staff to participate in PD linked to their reading problem of practice • Access other high performing schools EdStudio resources and begin to construct a reading toolkit for Laura SS • Complete 4 cycles of students reading performance • Develop and record individual student targets for PM Benchmarks and Literacy Continua

	<ul style="list-style-type: none"> • Develop “Facts Sheets” on how to teach core reading elements. • Design and implement an assesement and data collection schedule for student reading achievement. • Regurally review individual student reading achievement with school team and students – refine and focuss teaching strategies to target student learning needs. 			<ul style="list-style-type: none"> • PEA-AC to co-design reading scripts, posters with all staff to use during guided and shared reading sessions • Coaching and feedback schedule on the teaching of reading for term 3 • Work through the develop and plan, act phase of Cycle of Inquiry <p>By the end of term 3:</p> <ul style="list-style-type: none"> • Student NAPLAN reading achievement all above NMS in year 3 • Analysis of NAPLAN/ Reading data to identify improvements in targeted areas e.g. key ideas, inferential comprehension and vocabulary • All teaching and support staff use reading scripts for guided and shared reading sessions • All staff coached and given feedback on using the reading scripts • PEA-AC to model the use of reading scripts and posters for all staff focussing on specific teacher behaviour <p>By the end of term 4:</p> <ul style="list-style-type: none"> • Review individual student achievement using assessment and data schedule • Embed the use of reading scripts with all staff • Coaching and observation of all staff in relation to the use of reading scripts • Celebrate achivements of EIA with students, staff and school community
--	--	--	--	--

Improvement strategy 2	Actions to address improvement strategy	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	Timelines, milestones and targets (Completion date, artefacts, evidence of targets achieved) <i>Record as three, six, nine and 12 month targets</i>
Provide further opportunities for the teaching team to interrogate systemic and school-based achievement data, monitor progress towards established targets, and generate strategies for continuous improvement of student outcomes	<ul style="list-style-type: none"> Develop Principals knowledge of how to interrogate data to inform improvement strategies as part of PPDP 	<ul style="list-style-type: none"> Professional Development budget of \$15,000 for 2018 Regional PD Mentor school/Principal 	<ul style="list-style-type: none"> Principal and ARD 	<ul style="list-style-type: none"> 3 month – Principal PDP linked to data analysis in place for 2018 6 month – Attendance at PD aligned with PDP, ARD to have timetable of moderation in place for mid term 2 and 4 for cluster 9 month – Principal leads analysis of data to generate improvement strategies. Review student work samples and moderate against AC using GTMJ and assessment tasks 12 month –timetable of moderation in place for cluster for 2019
	<ul style="list-style-type: none"> Develop teaching cohorts' skills in the collection and analysis of data to inform improvement strategies as part of PDP 	<ul style="list-style-type: none"> Regional PD for data collection and analysis 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> 3 month – Teacher and Teacher Aide PDP linked to data in place for 2018 6 month – Attendance at PD aligned with PDP, ARD designed professional development plan linked to action plan 9 month – Teachers and Teacher Aides contribute to analysis of data leading to improvement strategies/ further attendance of data PD 12 month – Change in teacher behaviour evidenced by their ability to use data in a meaningful way to inform teaching practices
	<ul style="list-style-type: none"> Review Whole School Assessment 	<ul style="list-style-type: none"> Cluster HoC 	<ul style="list-style-type: none"> Cluster HoC 	

	<p>Framework ensuring that data collected is used in a meaningful and systemic way to assess efficiency of teaching and learning</p>			<ul style="list-style-type: none"> • 3 month – Engage HoC to review WSAF, check for unnecessary data collection • 6 month - Design an electronic system for the storage and display of student achievement, behaviour, attendance and wellbeing data in OS • 9 month – WSAF used during data analysis processes to interrogate a wide range of data • 12 month – review WSAF to ensure alignment with teaching practice
	<ul style="list-style-type: none"> • Develop opportunities for the teaching team to interrogate systemic and school-based achievement data, monitor progress towards established targets 	<ul style="list-style-type: none"> • Principal, ARD, Mentor school/principal 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • 3 month - establish relationship with mentor school/ principal • 6 month – Principal and teaching cohort visit school/principal to observe/learn of best practice in relation to the interrogation of data • 9 month - A timetable of data analysis meetings for 2018 that provides opportunities for all staff to interrogate A-E student data to inform best practice. • 12 month - Principal and teachers use skills to monitor progress of student towards regional targets

Future Outlook

In 2019 the school's goal is to build on the successes of 2018 and look for opportunities to further strengthen its educational outcomes for students. This will be achieved through an Explicit Improvement Agenda on the teaching of reading in particular vocabulary, phonemic awareness and oral language, targeted professional development for all teaching staff on these areas, peer observations and feedback, work with the newly established Centre for Learning and Wellbeing in Atherton closer ties to community stakeholders and an improvement of the attendance strategy.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	12

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2016	17	8	9	16	93%
2017*	15	5	10	11	82%
20168	17	6	11	16	84%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

** 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body



Overview

Laura State School students are mostly aboriginal students from the Laura area (15 out of 17 students are aboriginal). The students are respectful of each other and their teachers and are well versed in the expectations the community and school has of them. They remain strong in their culture through regular cultural lessons at the school delivered by a council of Elders, trips on country with the Laura Rangers to learn about the traditions and customs behind the rock art galleries that surround Laura and dance lessons and participation in the Laura Aboriginal Dance Festival. The school community's goal is to prepare students who are strong in two worlds – knowledgeable in their own culture, but equipped with the necessary skills to participate and be successful in the mainstream world. All Year 6 students leave Laura to go to boarding school and the school works hard with the support of Transition Support Services to prepare our students for the next stage of their school journey.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	7	17	16
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Laura State School uses a powerful two-pronged approach to curriculum – implementing the Australian Curriculum through Explicit Teaching, C2C and using Foundational Learning Programs such as Spelling Mastery to consolidate concepts learnt. The school has an assessment framework that exceeds regional expectations setting high standards for academic achievement.

Co-curricular Activities

Students at Laura State School participate in a wide range of extracurricular activities including:

- After School Sport funded by Sporting School Australia
- Once a term cultural excursions on to country escorted by the Laura Rangers to learn the traditions and stories behind the Quinkan Rock Art galleries
- Once a fortnight aboriginal language lesson conducted by a council of Elders from Laura
- Growing and maintaining a community garden at the school
- Participation in cluster sporting activities including cross country running, touch football, netball and soccer
- Swimming lesson conducted by the teachers at Cook Shire pool in term 4
- Participation in the biennial Laura Dance Festival

How Information and Communication Technologies are used to Assist Learning

The students enjoy a 1:1 ipad ratio with each student having their own at school. The school uses ICT to consolidate learning using programs such as Reading Eggs, Mathletics and is looking to use the Ipads to teach coding and robotics in 2017.

Social Climate

Overview

Laura State School uses the Positive Behaviour for Learning (PBL) framework as the basis for establishing a school environment conducive to learning. PBL explicitly teaches the students the expected behaviour for students in a given context. The school has produced posters that are displayed around the school to reinforce positive behaviour. Our students are well versed in PBL ideology and as such behaviour disruptions at Laura SS are minimal. Staff are taught to focus on and build the positive aspects and strengths of a student rather than reinforce the negative. There are a range of incentives for students to remain respectful, safe and on task including weekly rewards for the best performing group and individual. There are clear consequences for students who make poor choices, but again, the students are so familiar with and respond so well to PBL that behaviour is in general excellent at our school. This is evident in our virtually non-existent suspension rate for the past 6 years.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)		100%	DW
this is a good school (S2035)		100%	DW
their child likes being at this school* (S2001)		100%	DW
their child feels safe at this school* (S2002)		100%	DW
their child's learning needs are being met at this school* (S2003)		100%	DW
their child is making good progress at this school* (S2004)		100%	DW
teachers at this school expect their child to do his or her best* (S2005)		100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		100%	DW
teachers at this school motivate their child to learn* (S2007)		100%	DW
teachers at this school treat students fairly* (S2008)		100%	DW
they can talk to their child's teachers about their concerns* (S2009)		100%	DW
this school works with them to support their child's learning* (S2010)		100%	DW
this school takes parents' opinions seriously* (S2011)		100%	DW
student behaviour is well managed at this school* (S2012)		100%	DW
this school looks for ways to improve* (S2013)		100%	DW
this school is well maintained* (S2014)		100%	DW

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)			DW
they like being at their school* (S2036)			DW
they feel safe at their school* (S2037)			DW
their teachers motivate them to learn* (S2038)			DW
their teachers expect them to do their best* (S2039)			DW
their teachers provide them with useful feedback about their school work* (S2040)			DW
teachers treat students fairly at their school* (S2041)			DW
they can talk to their teachers about their concerns* (S2042)			DW
their school takes students' opinions seriously* (S2043)			DW
student behaviour is well managed at their school* (S2044)			DW
their school looks for ways to improve* (S2045)			DW
their school is well maintained* (S2046)			DW
their school gives them opportunities to do interesting things* (S2047)			DW

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	DW	100%
they feel that their school is a safe place in which to work (S2070)	100%	DW	100%
they receive useful feedback about their work at their school (S2071)	100%	DW	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	100%	DW	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
students are treated fairly at their school (S2073)	100%	DW	100%
student behaviour is well managed at their school (S2074)	100%	DW	100%
staff are well supported at their school (S2075)	100%	DW	100%
their school takes staff opinions seriously (S2076)	100%	DW	100%
their school looks for ways to improve (S2077)	100%	DW	100%
their school is well maintained (S2078)	100%	DW	100%
their school gives them opportunities to do interesting things (S2079)	100%	DW	83%

* 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

The school enjoys support from all stakeholders in the community including Ang-Gnarra Aboriginal Corporation, Laura Rangers, Quinkan Cultural Centre, parents and carers, local stations and businesses. We promote positive interactions with parents and carers by:

- Once a term “Big Breakfasts” to share with parents and let them know the learning foci for the term and discuss their child’s progress
- Regular events at the school to show case student learning for example - performing dance rehearsals for parents for the Dance Festival
- Cultural trips on to country with the guidance and assistance of the Laura Rangers and parents
- Regular invites to sporting and cultural events outside the school such as sports days and other events (Plays, school camps etc)

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These are supported by the Cooktown District Community Centre (child counselling for trauma), Department of Child Welfare (any concerns for neglect and abuse), Apunipima (regular health checks and mental health well being).

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school worked hard in 2016 to reduce its environmental impact through the use of solar panels and an awareness of our footprint. Our electricity and water consumption in 2016 was significantly higher due to the presence of the Australian Army and works they conducted at the school. In 2016 Laura town was part of the Army's Aboriginal Community Assistance Program (AACAP). AACAP provides the army with an opportunity to practice for their nation building endeavours overseas. In 2016 the Army had service personnel stationed in town and working at the school for approximately six months. During their time at the school they overhauled the schools bore water system, cleared approximately two acres of land, established a football oval and erected goal posts, established school gardens and levelled sections of the school yard for safety. These works (at no cost to the school) required an extra level of power and water consumption as reflected in the table below. Although our power and water consumption was considerably higher for 2016, the value for the works provided far exceeded the extra consumption of said resources.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	2,989	0
2014-2015	3,126	820
2015-2016	15,073	



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL

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

Sector:

Government

Non-government

SEARCH

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

The current teaching staff at the school are non-indigenous but the school employs specialist teachers for activities such as dance, language lesson who are indigenous. The school wherever possible seeks to employ local indigenous residents.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time Equivalents	2	2	0

Qualification of all

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
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 2016 were \$8000

The major professional development initiatives are as follows:

- Explicit Teaching PD for teachers
- Maths Mastery PD

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	99%

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 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	85%	83%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	80%	84%

*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 2016 for all Queensland Primary schools was 93%.

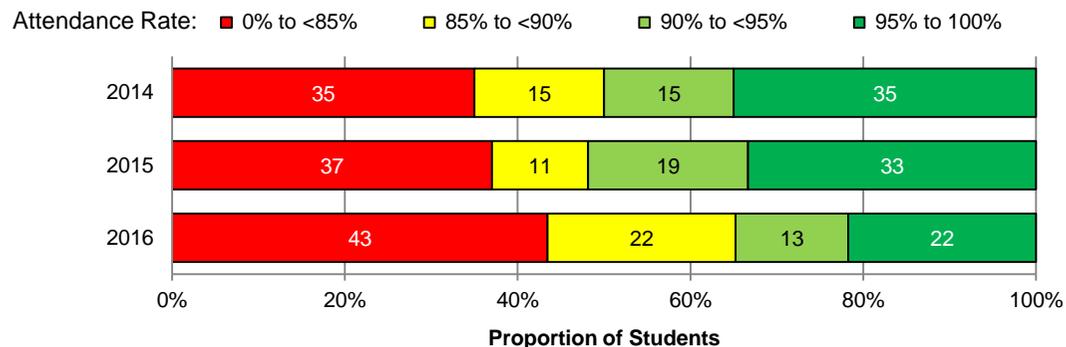
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	84%	DW		89%	81%	74%	90%						
2015	DW	85%	85%	94%	83%	75%	71%	100%					
2016	84%	DW	88%	78%	86%	86%	80%						

*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 DET 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.

The school uses a range of strategies to encourage good attendance. The main “pull” to school is the positive relationships established between all staff and students. Also is the community wide recognition that Laura SS is a school of empowerment. Students and parents understand to be strong and powerful, their daily attendance is needed and expected.

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

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

