

Laura State School (0583)
Queensland State School Reporting
2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

This report contains an overview of the operations and aspirations of the Laura State School community in 2013. It identifies areas of success and opportunities for improvements.

School progress towards its goals in 2012

This year students are progressing exceptionally well to all be at the national minimum standards for literacy and numeracy. This is being achieved through the use of foundational learning programs such as Jolly Phonics, Spelling Mastery, Maths Mastery and the implementation of the new National Curriculum. The students are engaged in a variety of extra-curricular activities such as sports days, cultural events and learning including the Laura Aboriginal Dance Festival, launching the Caring for the Cape recycling program with the student council, participating in the Remote indigenous Garden program and school camps.

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Future outlook

Priority 1: Improving teaching.

Strategy 1:

Embed the SCC Explicit Lesson Plan and Consolidation Strategies as the basis for all lessons at LSS

Embed the LSS Coaching Model to build the staffs capacity and effectiveness in instruction and behaviour management

Embed and differentiate C2C Units and Foundational Learning Programs (EMMS, JEMMS, Spelling Mastery, SRA, Jolly Phonics).

As teaching principal lead by example to facilitate a culture of high expectations amongst all staff at LSS and drive results from the front

Embed NAPLAN strategies focussed on improving LSS NAPLAN results over the next two years

Evaluate and review pedagogies/C2C units/FLP's for effectiveness and look for opportunities to build capacity in the delivery of such pro

Work shadowing for teachers and leaders at pedagogy leading schools in our area

Priority 2: Refining and embedding data based decision making.

Strategy 2:

Embed benchmarks for literacy and numeracy that align with and exceed FNQ minimum benchmarks.

Continually review targets and benchmarks to challenge the performance horizons at LSS.

Embed the use of data walls at LSS to reinforce and visualise learning goals for the term and year.

Embed 3 weekly collection and analysis of data to assess the effectiveness of teaching and learning strategies in Reading and Numerac

Embed the use of data to inform decision making around pedagogy, behaviour management and staff capacity.

Develop the use of OneSchool as the common vehicle for storing data and planning at LSS.

Use data to inform the development of the SWPBS model at LSS

Priority 3: Refining and embedding Planning & Accountability Systems at all leadership levels.

Strategy 3:

Implement and embed the school assessment framework to collect data that aligns with FNQ Priorities.

Develop and implement a Teacher Performance Development Plan that aligns with FNQ Priorities.

Implement AIP as the driving force behind LSS in 2012.

Set individual learning goals with students based on and exceeding the FNQ Benchmarks

Data to be collected in 3 weekly cycles

Data meetings to be held twice a term to gauge effectiveness of curriculum and instruction

Implement SLT models and tools at all leadership levels to design systems for LSS

Priority 4: Connecting parents, caregivers and community with their children's learning.

Strategy 4.1:

Develop and implement a Media Engagement Strategy for the Southern Cape Cluster

Develop opportunities for community members/agencies to make regular contributions to the school: local rangers, health clinic, Ang-gnarra Aboriginal Corporation, Quinkan Cultural Centre, local artists, police and fire wardens.

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Implement and embed once a term "Big Breakfasts" at the start of each term to invite parents/carers into the school.

Embed regular positive contact between staff at LSS and parents at every opportunity- calls home, letters, home visits, award nights, and fundraising events at the school.

Launch the "Caring for the Cape" Recycling Program at the Laura Aboriginal Dance Festival

Once a term formal updates on their child's progress (2 x parent/teacher conferences, 2 x report cards).

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	12	4	8	71%
2011	10	6	4	67%
2012	10	5	5	63%

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

Characteristics of the student body:

The students consist of a 100% aboriginal cohort. They are proud and strong of their culture. People in Laura are employed through various government departments, small businesses, with a large percentage of aboriginal peoples working for the Ang-Gnarra Aboriginal Corporation. The students have excellent attendance and are always prepared to learn. The school enjoys the support and interest of all parents.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	14	8	4
Year 4 – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	1	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

- At Laura State School we offer the current best practices in teaching and learning through the following:
- : Implementing a range of Foundational Learning Programs including: Spelling Mastery, Maths Mastery, SRA Reading and Comprehension, Jolly Phonics
 - : Implementing the C2C units of work that incorporate the new National Curriculum
 - : Embedding explicit teaching as the basis for all learning at Laura State School (I do, We do, You do)
 - : All teaching and learning practices align with the regional directives and priorities.
- : This system of learning ensures students receive consistent, high yield teaching practices all day, every day

Extra curricula

- The students at Laura are involved in a large range of extra-curricular activities including:
- : School camps each year and Indigenous Leadership Camps for older students
 - : Cultural studies of their aboriginal heritage provided by the Laura Rangers and aboriginal elders
 - : Sporting activities accessed through the Southern Cape Cluster which we are a part of including; Athletics Carnivals, Rugby Carnivals, Swimming lessons and Art lessons provided by local aboriginal artists
 - : Students also visit local cultural sites of significant importance such as rock art shelters and sacred sites. They are escorted to these sites by the Laura Rangers and Aboriginal Elders

How Information and Communication Technologies are used to assist learning

The students of Laura enjoy a student to computer ratio of 1:1. The students are engaged with technology everyday through online learning sites such as Mathletics, the C2C links provided within the units of work, plus the daily use of the interactive whiteboard.

Social climate

Students at Laura State School act as part of a big family. The social climate is conducive of care and responsibility. The students are cared for actively by the teachers, aides and office staff. There is a culture of respect and learning developing within the school. As such there are no disciplinary absences. Students learn to take responsibility for their actions through restorative justice if any harm is done.

Parent, student and staff satisfaction with the school

There is a high level of overall satisfaction of the performance of Laura State School from students, parents and staff. This is reflected in our 2011 School Opinion Survey. The survey showed a 100% satisfaction rating from students that they were receiving a quality education and 91% of staff were pleased with the morale of our school. Areas for improvement in 2012 include access for staff for quality professional development. Performance measure Result 2011

Percentage of parents/caregivers satisfied that their child is getting a good education at school

75%

Percentage of students satisfied that they are getting a good education at school

100%

Percentage of parents/caregivers satisfied with their child's school

100%

Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives

57%

Percentage of staff members satisfied with morale in the school

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	DW
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

The school has a number of strategies to engage parents with their child's education including:

- : Regular parental contact through newsletters and home visits
- : A once a term "Big Breakfast" to invite parents into the school and inform them of the learning goals and agenda for the term
- : Regular sporting events held at the school
- : The staff are involved and live in the local community ensuring they are abreast of community concerns and sentiments
- : Once a term reporting either written or face to face

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 2012 the school was successful in obtaining a grant through the National Solar School scheme. It was recently installed and the school is now producing almost enough electricity to be self-sufficient.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	12,662	0
2010-2011	7,827	0
2011-2012	11,997	1,976

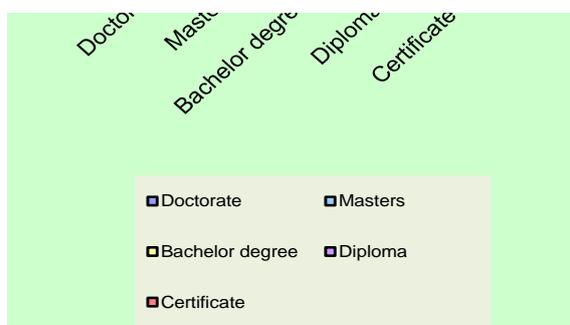
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	2	2
Full-time equivalents	2	0	0

Qualifications of all teachers

Bachelor degree	2
Diploma	1
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$8000.

The major professional development initiatives are as follows:

- Implementing the National Curriculum

- Explicit Teaching

- Behaviour Management

- Foundational Learning programs

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	98.7%	100%

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 2012 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	87%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

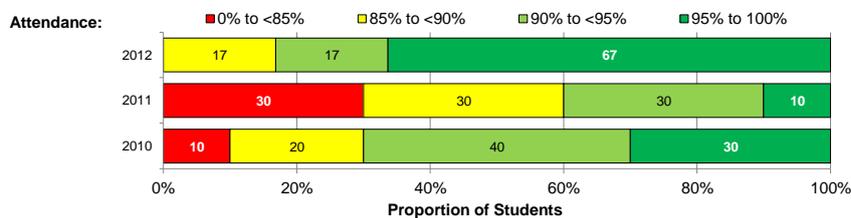
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	95%	DW		DW	DW	95%						
2011	90%		94%			DW	76%					
2012	92%	DW	DW	DW			DW					

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 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.

The key attendance strategy at Laura State School is to have students value their learning and find school a welcoming and safe environment. If the students have a positive attitude and perception towards their schooling their attendance will not be an issue. To achieve this at Laura State School we engage the students daily with high quality learning, foster a sense of pride and achievement, provide outstanding extra-curricular activities and ensure all students feel safe and successful at school.

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/>.

Performance of our students

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

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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

Our schools Number 1 priority is to have ALL of our students at the National Minimum Standards by the end of 2013. Our Closing the Gap data suggests we are well on our way to achieving this. Our 2012 attendance data is slightly higher than the average for all schools in Queensland and is considerably higher in comparison to like schools.

