

Laura State School

Queensland State School Reporting

2014 School Annual Report



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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 2015. It identifies areas of success and opportunities for improvements.

School progress towards its goals in 2014

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 using C2C units of work.. The students are engaged in a variety of extra-curricular activities such as sports days, cultural events and learning including AFL training with AFL Cape York, running the Caring for the Cape recycling program with the student council, participating in the Remote Indigenous Garden program, school camps and the Junior Rangers Program.

Future outlook

Priority 1: Improving teaching.

Strategy 1.1:

Embed the Laura SS Coaching Model to build capacity and effectiveness in explicit teaching and classroom management

Differentiate C2C Units and Foundational Learning Programs (EMMS, JEMMS, Spelling Mastery, SRA, Jolly Phonics) to cater for a wide range of learners and learning styles

Embed NAPLAN strategies designed to continue strong results sustainably

Embed and review pedagogies/C2C units/FLP's/Consolidation sessions for effectiveness and look for opportunities to build capacity in the delivery of these programs

As teaching principal lead by example to continue and improve the culture of high expectations amongst all staff at LSS

Quality assure using the Improving teaching System, in particular the capability continuum for teacher self reflection

Priority 2: Refining and embedding data based decision making.

Strategy 2.1:

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

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

Embed the use of OneSchool as the common vehicle for storing data and planning at Laura SS

Continually review targets and benchmarks to challenge the performance horizons at Laura SS

Professional development for all staff to improve their ability to interpret data and adjust planning as required
 Implement the FNQ Maths Assessment tool and establish systems to triangulate A-E data with NAPLAN and PAT

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

Strategy 3.1:

Implement AAP as the driving force behind Laura SS in 2014

Implement and embed Systems Leadership Theory as the model for giving tasks and measuring efficiency

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

Embed the Laura State School Assessment Framework to collect data that aligns with FNQ Priorities.

Embed Classroom Walk Throughs, Specific Role Descriptions, and Data Analysis meetings to gauge effectiveness of curriculum and instruction

Design and produce "Small Schools, Smart leadership" - a suite of systems designed to assist new Band 5 Teaching Principals negotiate the challenges of their new role.

Implement FNQ Regional Systems for attendance, behaviour and ITS

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

Strategy 4.1:

Embed 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

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 Laura SS and parents at every opportunity- calls home, letters, home visits, award nights, community garden and fundraising events at the

Embed SWPBS as the Laura SS system for positive behaviour support

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

Consult community stakeholders in relation to the expenditure of Great Results funding

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	6	4	2	63%
2013	14	6	8	88%
2014	17	8	9	93%

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

Characteristics of the student body:

The students consist of a 85% indigenous 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		
	2012	2013	2014
Prep – Year 3	4	5	7
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive 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 activities

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
- : In 2015 students from Laura State School will be dancing at opening ceremony of the Laura Aboriginal Dance Festival

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, teacher 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)		100%	100%
this is a good school (S2035)		100%	100%
their child likes being at this school* (S2001)		100%	100%
their child feels safe at this school* (S2002)		100%	100%
their child's learning needs are being met at this school* (S2003)		100%	100%
their child is making good progress at this school* (S2004)		100%	100%
teachers at this school expect their child to do his or her best* (S2005)		100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		100%	100%
teachers at this school motivate their child to learn* (S2007)		100%	100%
teachers at this school treat students fairly* (S2008)		100%	100%
they can talk to their child's teachers about their concerns* (S2009)		100%	100%
this school works with them to support their child's learning* (S2010)		100%	100%
this school has successful extra-curricular activities* (S2011)		100%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
student behaviour is well managed at this school* (S2012)		100%	100%
this school looks for ways to improve* (S2013)		100%	100%
this school is well maintained* (S2014)		100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)		100%	100%
they like being at their school* (S2036)		100%	100%
they feel safe at their school* (S2037)		100%	100%
their teachers motivate them to learn* (S2038)		100%	100%
their teachers expect them to do their best* (S2039)		100%	100%
their teachers provide them with useful feedback about their school work* (S2040)		80%	100%
teachers treat students fairly at their school* (S2041)		100%	100%
they can talk to their teachers about their concerns* (S2042)		100%	100%
their school takes students' opinions seriously* (S2043)		100%	100%
student behaviour is well managed at their school* (S2044)		100%	100%
their school looks for ways to improve* (S2045)		100%	100%
their school is well maintained* (S2046)		100%	100%
their school gives them opportunities to do interesting things* (S2047)		100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	11,997	1,976
2012-2013	17,265	2,206
2013-2014	2,989	0

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.

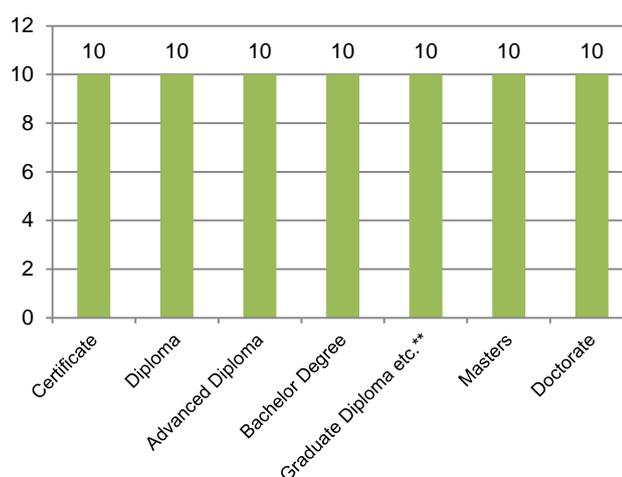
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	<5
Full-time equivalents	2	1	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	100%	99%	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 2014 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

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	85%

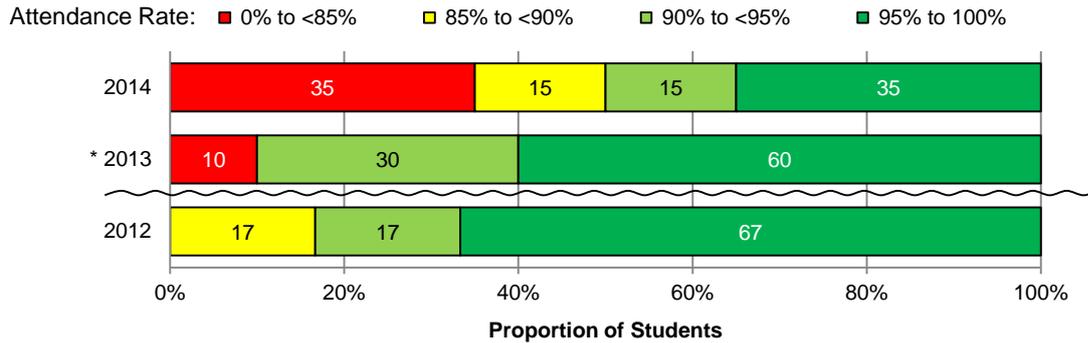
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	92%	DW	DW	DW			DW					
2013		99%	91%	DW	97%							
2014	DW		89%	81%	74%	90%						

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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/>.

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.

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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 school's Number 1 priority is to have ALL of our students at the National Minimum Standards by the end of 2015. Our Closing the Gap data suggests we are well on our way to achieving this. Our 2013 attendance data is slightly higher than the average for all schools in Queensland and is considerably higher in comparison to like schools.