

# Laura State School

## Queensland State School Reporting

### 2015 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 2015

This year students are progressing exceptionally well to all be at the regional 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 Australian 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

## School Improvement Priorities and Strategies for 2016

### 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)

Embed NAPLAN strategies designed to continue strong results sustainably

Embed and review pedagogies/C2C units/FLP's/Consolidation sessions

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 2016
- 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 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
- 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 Investing for Success funds

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	14	6	8	14	88%
2014	17	8	9	16	93%
2015	15	5	10	11	82%

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.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*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:

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		
	2013	2014	2015
Prep – Year 3	5	7	6
Year 4 – Year 7 Primary	8	8	11
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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.

## Curriculum delivery

### Our approach to curriculum delivery

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 improve 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			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
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 takes parents' opinions seriously (S2011)	100%		100%
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 <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	100%		
they like being at their school (S2036)	100%		
they feel safe at their school (S2037)	100%		
their teachers motivate them to learn (S2038)	100%		
their teachers expect them to do their best (S2039)	100%		
their teachers provide them with useful feedback about their school work (S2040)	80%		
teachers treat students fairly at their school (S2041)	100%		
they can talk to their teachers about their concerns (S2042)	100%		
their school takes students' opinions seriously (S2043)	100%		
student behaviour is well managed at their school (S2044)	100%		
their school looks for ways to improve (S2045)	100%		
their school is well maintained (S2046)	100%		
their school gives them opportunities to do interesting things (S2047)	100%		

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	DW
they feel that their school is a safe place in which to work (S2070)	100%	100%	DW
they receive useful feedback about their work at their school (S2071)	100%	100%	DW
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	DW
students are treated fairly at their school (S2073)	100%	100%	DW
student behaviour is well managed at their school (S2074)	100%	100%	DW
staff are well supported at their school (S2075)	100%	100%	DW
their school takes staff opinions seriously (S2076)	100%	100%	DW
their school looks for ways to improve (S2077)	100%	100%	DW
their school is well maintained (S2078)	100%	100%	DW
their school gives them opportunities to do interesting things (S2079)	100%	100%	DW

# '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 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
2012-2013	17,265	2,206
2013-2014	2,989	0
2014-2015	3,126	820

\*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

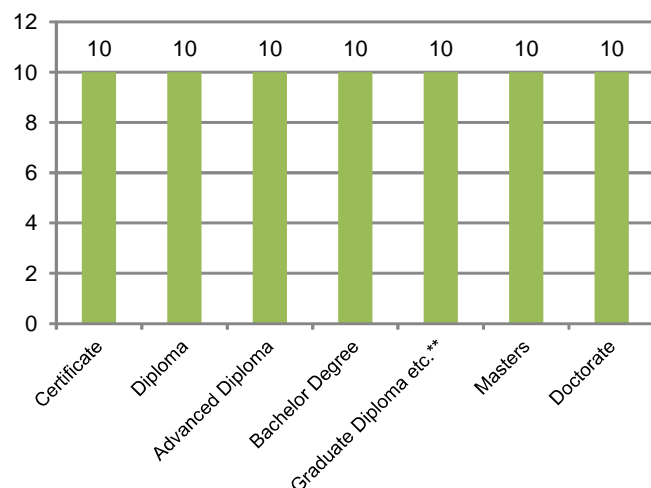
### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	2	2	0

### Qualification of all teaching staff:

All teachers possess a Bachelor of Education, one teacher aide is studying a Bachelor of Education.

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
<b>Total</b>	<b>70</b>



\*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	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	100%	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 2015 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

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Sector:

Government

Non-government

SEARCH

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	85%	83%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	84%	80%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	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
2013			99%	91%	DW	97%							
2014	84%	DW		89%	81%	74%	90%						



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

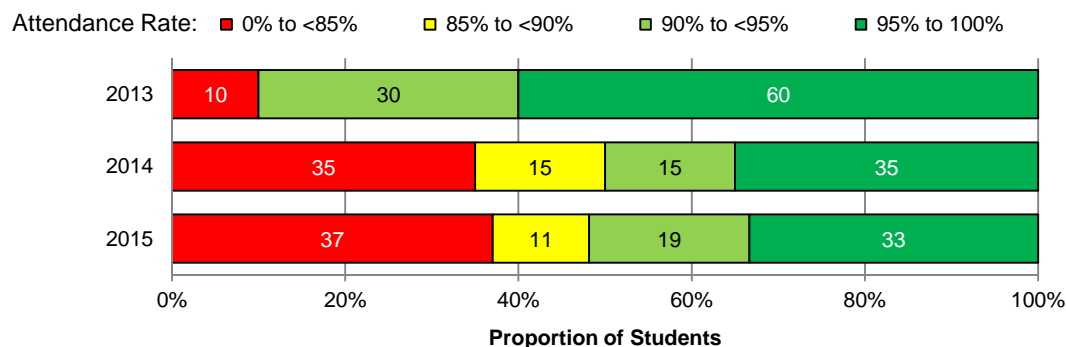
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	DW	85%	85%	94%	83%	75%	71%	100%					

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

## Find a school

GO

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Sector:

Government

Non-government

SEARCH

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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement			
Number of students awarded a Queensland Certificate of Individual Achievement.			
Number of students receiving an Overall Position (OP)			
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			
Number of students awarded an Australian Qualification Framework Certificate II or above.			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).			
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were			

**Outcomes for our Year 12 cohorts**

2013

2014

2015

awarded one or more of the following: QCE, IBD, VET qualification.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 16 February 2016. The above values exclude VISA students.

**Overall Position Bands (OP)**

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013					
2014					
2015					

As at 16 February 2016. The above values exclude VISA students.

**Vocational Educational Training qualification (VET)**

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013			
2014			
2015			

As at 16 February 2016. The above values exclude VISA students.

**Post-school destination information**

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.

**Early school leavers information**