# Landsborough State School
# Queensland State School Reporting
# 2015 School Annual Report

| | | |
|---|---|---|
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## Principal's foreword

### Introduction

Landsborough State School is committed to striving for the target of excellence in a high performing state school where students and families are very proud to be part of a culture of success. As a learning organisation we have a strong commitment to:

• professionalism of the highest standard
• excellence in academic achievement
• high standards in student behaviour and personal presentation
• a futures orientation in our curriculum and
• the implementation of Information and Communication Technologies (ICT) in all aspects of schooling.

I am sure that as you read through our 2014 Annual Report you will join me in celebrating the amazing diversity of learning opportunities our young people are engaged in, the impressive achievements demonstrated across all disciplines and the tireless enthusiasm of our dedicated and talented workforce and community.

The support and involvement from our parents continues to enable our school to provide our students outstanding educational opportunities where they feel confident and supported to give their best.

I congratulate Landsborough State School on an outstanding year of educational excellence.

Dale Wolfenden
A/Principal

**School progress towards its goals in 2015**

Aligned with Stragetic Directions 2015-2018, the 2015 priorities and progress were as follows:

| Focus Area/School Priorities | Strategies/Progress |
|---|---|
| Successful Learners – Know your Leaners | • School wide Internal Monitoring and Data Analysis scheduled implemented and embedded.<br>• Regular data review cycles to inform improvement and action pland developed |
| Great People – Develop Professional Knowledge & Professional Practice | • Embed National Curriculum KLA's using C2C resources and school planning process to ensure alignment<br>• Landsborough SS Implemented a number of consistent school wide approaches to teaching including Numeracy Rich Routines, Balanced Reading Programs and Balnaced Writing Programs. These school wide processes are in the early stage of implementation and work will continue to embed in school practice.<br>• Great success was achived in 2015 around the professional growth of staff through the focus on reflective coaching. Staff were involved multiple opportunities for peer observation, coaching and feedback. This will continue in 2016. |
| High Standards – Know your Data and your Strengths | • Much of LSS's 2015 success can be attributed to a clear Explicit Improvement Agenda driven by the embedded practice of Term Action Plans. These Action Plans are shared with staff and community (P&C) and ensure the Explicit Improvement Agenda is enacted. |
| Engaged Partners – Create Partnerships | • School Community partnerships has long been a priority at Landsborough. Parent & Community Partnerships were enhanced through the implementation of Parent workshops, school and community events, including Under 8's, Garden Expo, Clean Up Austrlian Day Science Fair, Art Exhibition.<br>• Connections and Partnerships with local Secondary School have been established in order to support the transition of students to highschool.<br>• Strong local partnerships can best be seen in the support of the Managing Young Children's Program (MYCP). This program continues to support the families of the local area through a collaborative financial contributions of local schools. |

**Future outlook**

At Landsborough State School we are committed to attaining the very highest performance from each and every student.

2015 was a productive year for our school in that we implemented actions and recommendations from the 2014 Teaching and Learning Audit. This Audit has provided us with a clear line of sight in our new school strategic direction from 2015-2018.

STRATEGIC DIRECTIONS for 2015 to 2018

☐ Successful Learners :(Reading, Writing, Spelling, Numeracy)

☐ High Standards: Data Analysis

☐ Great People: Pedagogy and Differentiation

☐ Engaged Partners: Learning Cultures

# 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 | 285 | 138 | 147 | 33 | 90% |
| 2014 | 279 | 130 | 149 | 26 | 86% |
| 2015 | 285 | 148 | 137 | 33 | 92% |

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.

## Characteristics of the student body:

Landsborough State School opened its doors 135 years ago. It is a co-educational school for students from Prep to Year 7. Gender percentages in the school are relatively even and our extensive class selection process ensures that we have an even spread of talents and abilities in all classes.

In 2015, our student enrolment was consistent at between 280-290 students in 12 classes for a percentage of the year. Many of our local families (~90%) are employed in trade based occupations, which can lead to transience in student population with families moving from the area in search of work, however the majority of our students stay with us throughout their primary school years. We have a number of families whose second and third generation are learning in our school, adding to our strong community links

Thirty-three students identified themselves as Aboriginal, Torres Strait Islander at the time of enrolment.

## Average class sizes

| | Average Class Size | | |
|---|---|---|---|
| Phase | 2013 | 2014 | 2015 |
| Prep – Year 3 | 25 | 23 | 22 |
| Year 4 – Year 7 Primary | 23 | 30 | 23 |
| 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

| | Count of Incidents | | |
|---|---|---|---|
| Disciplinary Absences | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 14 | 32 | 26 |
| Long Suspensions - 6 to 20 days | 2 | 0 | 1 |
| 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 Landsborough State School, we are explicit about the expectations for high-quality teaching practice. In promoting an on-going commitment to improved practice, our curriculum framework provides a clear and shared vision of what students learning should "look like" (i.e. what we collectively would expect to see in practice in classrooms) and what teachers, students and school administrators need to do in order to make the vision a reality.

Teaching and Learning at Landsborough State School is driven by the Teaching and Learning Audit Instrument and focusses on the research and principles of *Visible Learning* (J.Hattie). The Marzano, *Art and Science of Teaching* (ASoT), design questions, framework and instructional leadership model informs and overarches practice.

It is expected that every student in every classroom is engaged in their learning and challenged to do their best. By having a deep understanding of each student, and planning explicit teaching and learning opportunities, we maximise the learning outcomes for individual students. Continuous monitoring and assessment, and the provision of effective feedback, helps facilitate a culture of self-reflection. Teachers are instrumental in improving student achievement. Our focus is on supporting students to learn not **what** to think, but **how** to think. They construct their own meaning by learning to reflect, to raise essential questions, to see connections, to discover patterns, to make good decisions, to understand and value diversity, to work cooperatively with others, to take risks and to manage change. We foster critical and creative thinking and expect students to produce work of quality at their own individual level.

As the Australian Curriculum continued to develop the staff remained personally committed to either familiarising themselves with or continuing the implementation of the KLA's.

Our school focuses highly on numeracy and number sense through the implementation of mathematic number warm-ups and lesson structures. Teachers use effective questioning skills to deepen students understanding and actively engage students through the use of hands-on materials and 'Show-me' boards. Teachers also identify common mathematical misconceptions and teach the skills required to overcome the identified issues.

Our parents play a critical role as partners in the learning process. As such parents are actively encouraged to be part of the learning journey and share any relevant expertise they may be able to contribute as part of a unit of work. The whole school also celebrates this partnership with open days, where parents come in and join the students in learning activities

### Extra curricula activities

These include.

| | | | |
|---|---|---|---|
| Maths Challenge Club | Rock and Water for Upper school | AFL Auskick | Interschool Sport |
| Perceptual Motor Program | School Based Touch & Netball Comp | Student Council | Better Buddies Peer Program |
| Earth Warriors | Choir | Year 4 Camp | Dance Excellence |
| Library Club | Instrumental music Brass & Woodwind | SMARTS Club | Chilling with Chappy |
| Year 567 Camp | Rec Sport (PT, Martial Arts, Tennis, ping pong) | i-Device time in the Library | CHILL Club |
| Year 5 Leadership camp | P&C 'TUFF MUDDER" Fun Run | BUZZ Day Celebrations | Shine Program for upper school girls |
| Xtreme Leadership Obstacle Challenge | Cooking | Landsborough's Got Talent Quest | French Club |

**How Information and Communication Technologies are used to improve learning**

Information Communication Technologies (ICT) play a critical role in the teaching and learning process at Landsborough State School. Over the last three years we have had a clear whole school focus to enhance the skills of our teaching and support staff, and to improve the reliability and variety of hardware devices and to maximise the integration of ICT into the curriculum. Landsborough State School has committed significant funding to continue the roll out of Smart Boards as well as I-devices across the school. Staff have access to an ICT mentor who also assists our P-2 classes in 'The Hive' each week which ensures a better adult to student ratio and student support.

Landsborough State School is at the forefront of Information Communication Technologies for Education Queensland. The school has access to Education Queensland's eLearning resources, with many virtual classrooms evident across the school. Our infrastructure for ICTs includes a fully networked computer Lab a cluster of computer workstations in every classroom; digital projectors in every classroom; a Digital Box for every class teacher and a laptop computer for every teacher.

## Social Climate

At Landsborough State School significant emphasis is placed on providing a learning environment where all students feel safe and supported. Landsborough SS maintains a strong sense of family through our commitment to a shared ownership of all student outcomes across our school. Our cohesive community of staff, parents, and community groups work as a team to provide an environment that values and nurtures students' academic, social and emotional outcomes.

The school's ethos is built upon its four core values of Be Safe, Be Respectful, Be an Active Learner and Be Responsible. The School-Wide Positive Behaviour Support (SWPBS) program informs the strategies that underpin our Responsible Behaviour Plan for Students, which focuses on the core values and expectations of student behaviour.

Students are further supported through the school's Student Wellbeing Team; our Guidance Officer, our School Chaplain and provisional psychologist supported through the Sunny Kids program.

Helping Hands became an integral partner in 2015 successfully taking on the the management and organisation of the Outside School Hours Care (OSHC).

Camp Australia also provides a comprehensive vacation care program for our school and its community.

## Parent, student and staff satisfaction with the school

| Performance measure | | | |
|---|---|---|---|
| Percentage of parent/caregivers who agree# that: | 2013 | 2014 | 2015 |
| their child is getting a good education at school (S2016) | 97% | 95% | 98% |
| this is a good school (S2035) | 97% | 93% | 100% |
| their child likes being at this school (S2001) | 100% | 95% | 98% |
| their child feels safe at this school (S2002) | 100% | 94% | 100% |
| their child's learning needs are being met at this school (S2003) | 97% | 92% | 98% |
| their child is making good progress at this school (S2004) | 97% | 89% | 98% |
| 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) | 97% | 97% | 98% |
| teachers at this school motivate their child to learn (S2007) | 97% | 95% | 98% |
| teachers at this school treat students fairly (S2008) | 100% | 88% | 98% |
| they can talk to their child's teachers about their concerns (S2009) | 97% | 95% | 100% |
| this school works with them to support their child's learning (S2010) | 97% | 93% | 100% |
| this school takes parents' opinions seriously (S2011) | 100% | 87% | 98% |
| student behaviour is well managed at this school (S2012) | 100% | 82% | 94% |
| this school looks for ways to improve (S2013) | 100% | 92% | 98% |
| this school is well maintained (S2014) | 100% | 97% | 100% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 98% | 95% | 99% |
| they like being at their school (S2036) | 93% | 92% | 94% |
| they feel safe at their school (S2037) | 88% | 93% | 97% |
| their teachers motivate them to learn (S2038) | 97% | 94% | 98% |
| their teachers expect them to do their best (S2039) | 98% | 95% | 99% |
| their teachers provide them with useful feedback about their school work (S2040) | 95% | 95% | 98% |
| teachers treat students fairly at their school (S2041) | 91% | 91% | 96% |
| they can talk to their teachers about their concerns (S2042) | 95% | 92% | 98% |
| their school takes students' opinions seriously (S2043) | 90% | 83% | 93% |
| student behaviour is well managed at their school (S2044) | 98% | 95% | 91% |
| their school looks for ways to improve (S2045) | 95% | 94% | 100% |
| their school is well maintained (S2046) | 96% | 98% | 99% |
| their school gives them opportunities to do interesting things (S2047) | 95% | 98% | 99% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 100% | 93% | 97% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they feel that their school is a safe place in which to work (S2070) | 97% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 91% | 93% | 97% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 95% | 90% | 97% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 97% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 94% | 93% | 97% |
| staff are well supported at their school (S2075) | 91% | 93% | 97% |
| their school takes staff opinions seriously (S2076) | 84% | 97% | 95% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 88% | 97% | 100% |

# '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

At Landsborough State School we strongly value the partnership role that our parent community plays in assisting our students to strive for excellence in everything that they do. Our school has implemented a range of strategies to ensure that our parents are well informed and involved in the current unit of work in which their children are engaged.

Some of these strategies include

□ Parent Partnership Evenings

□ Publication and display of current unit of work and expectations

□ Parent workshops on Numeracy and Reading

□ Open Afternoons, Art Show, Garden Expo –parents and the wider family working with students celebrating school and community.

□ Online newsletter full of stories, pictures, student presentations, videos etc.

□ Facebook

Parents also play a critical role in providing extra voluntary support to our students in the classroom. To assist parents to develop their own skills in this area we also provide parent courses in:

□ MYCP

□ 123 Magic Parenting Program

□ Prep Education and Orientation

The Parents and Citizens Association work tirelessly throughout the year to support the school in many different ways. Following the Annual General Meeting each year the P&C Association hold a special meeting to discuss the annual fundraising targets and subsequent commitment to the school's budget. This is a very important meeting where Committee decisions are made to allocate money to specific areas within the school annual planning. The P&C have also been very busy running several community fundraising events.

## Reducing the school's environmental footprint

In 2014, our school community demonstrated a vested interest in reducing our environmental impact. Some of the strategies which our school employed to do this successfully included a Schools SEMP

Plan. The Actions resulted in significant reductions in Electricity and Water usage as can be seen below.

| Years | Environmental footprint indicators | |
| --- | --- | --- |
| | Electricity kWh | Water kL |
| 2012-2013 | 53,170 | 618 |
| 2013-2014 | 68,687 | 904 |
| 2014-2015 | 28,830 | 329 |

*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 | 21 | 14 | <5 |
| Full-time equivalents | 19 | 9 | <5 |

## Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
| --- | --- |
| Certificate | 0 |
| Diploma | 2 |
| Advanced Diploma | 0 |
| Bachelor Degree | 16 |
| Graduate Diploma etc.** | 4 |
| Masters | 1 |
| Doctorate | 0 |
| **Total** | **23** |
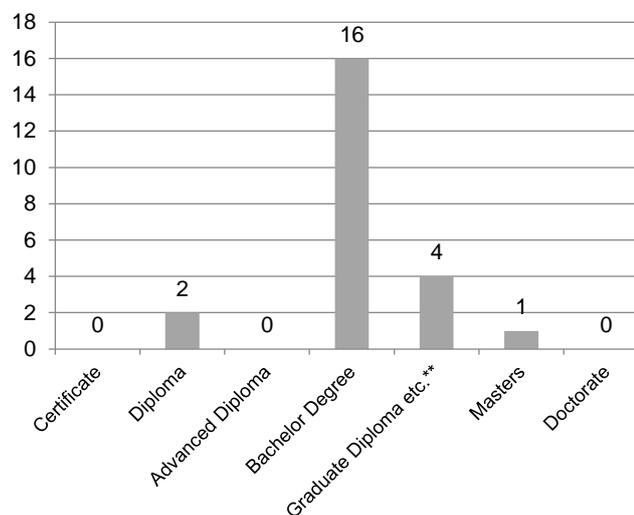


*Teaching staff includes School Leaders

**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 2015 were $32525.06

The major professional development initiatives are as follows:

- GROWTH Coaching
- TRS to support Teacher Planning & Development
- ASOT (Art and Science of Teaching)
- Get Reading Right
- MiniLit
- Behaviour Profiling Training
- Words Their Way
- OneSchool Training

- Using Ipads to Support Literacy and Numeracy Development
- QASSP Conference

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

| Average staff attendance | 2013 | 2014 | 2015 |
|---|---|---|---|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 97% | 95% |

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

From the end of the previous school year, 96% 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

| School name | **GO** |
|---|---|

| Suburb, town or postcode |
|---|

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). | 91% | 92% | 91% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 89% | 86% | 85% |

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%.

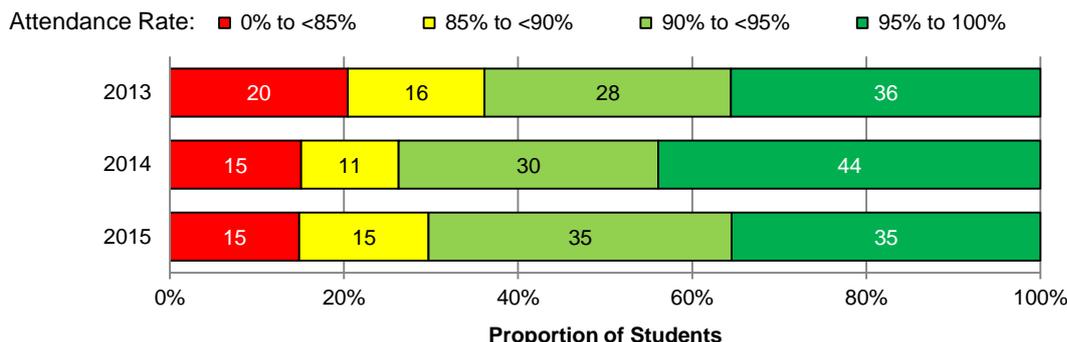### Student attendance rate for each year level (shown as a percentage)

| | 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 | 92% | 92% | 90% | 92% | 89% | 89% | 90% | 91% | | | | | |
| 2014 | 94% | 94% | 92% | 90% | 91% | 91% | 92% | 93% | | | | | |
| 2015 | 92% | 93% | 93% | 91% | 90% | 90% | 88% | | | | | | |

*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.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



| Year | 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100% |
|---|---|---|---|---|
| 2013 | 20 | 16 | 28 | 36 |
| 2014 | 15 | 11 | 30 | 44 |
| 2015 | 15 | 15 | 35 | 35 |

Proportion of Students

### 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.

At Landsborough State School we believe very strongly in the Education Queensland policy of "Everyday Counts". Our school actively promotes that students are at school every day, on time and ready to learn. Class rolls are marked each morning 10 minutes after the commencement of school. If students arrive after this time they must sign in at the administration and receive a late slip.
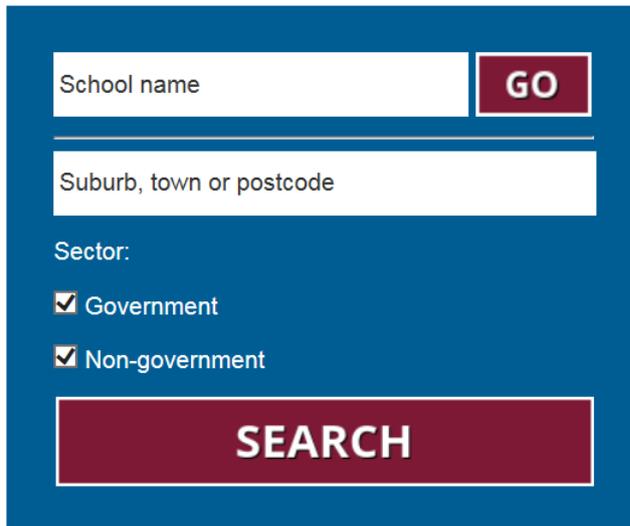
Class teachers monitor student attendance and if a student has a pattern of late arrival or unacceptable absence the Principal will call the parent to discuss the issue and see what strategies can be used to encourage on time attendance every day. All unexplained absences are followed up by the administration officer by phone to the student's parents.

### 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

| | |
|---|---|
| School name | **GO** |

Suburb, town or postcode

Sector:

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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.