Landsborough State School

ANNUAL REPORT
2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Queensland
Government

Postal address:	41 Gympie Street North Landsborough 4550
Phone:	(07) 5436 2777
Fax:	(07) 5436 2700
Email:	principal@landsborss.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:	The Principal

School Overview

Landsborough State School is a caring school strongly connected to its local community, with strong parent and carer support. Our school was established in 1879 and is located in Queensland, in the Sunshine Coast hinterland, approximately 20 kilometers west of Caloundra and 6 kilometres north of Beerwah. It has a long established tradition of working together to deliver excellent educational experiences involving our students. It has a current enrolment of approximately 300. It is big enough to provide a wide array of opportunities for our students, yet small enough to maintain that strong sense of community much loved in smaller schools. The learning climate is supportive and encouraging, enabling students to succeed in areas of strength while providing help where it is needed. One of the greatest strengths of our school is the lasting relationships that are developed at the school between staff, students and parents and carers. These relationships promote a safe and caring environment for all of the members of our school community. We are very proud of our school and maintain an excellent reputation in the community.

Principal's Foreword

Introduction

The purpose of the School Annual Report is to provide information regarding our progress towards our school's key focus areas.

School Progress towards its goals in 2017

Focus on reading

Landsborough State School has a whole school focus on the teaching and learning of reading, key deliverables:

- Develop a Whole school approach to the teaching of reading (ensuring consistent metalanguage, use of Gradual Release of Responsibility model, reflection and goal setting).
- Collaborate with other like schools to share best practice.
- Professional Learning Community meets regularly to discuss data, resources and best practice
- Build whole school community knowledge to support teaching and learning of reading including parent workshops, Home Reading Support Packs and before school programs.
- Increase data literacy of staff including analysis of short and long term data cycles. Staff meet with Master Teacher for regular data conversations
- 100% staff engaged in coaching model including goal setting, observations, modelling and feedback.
- 100% of children have individual reading goals that are shared with parents. Students are provided feedback based on their learning goals, assessment and data.

This multi-faceted approach has built teacher capacity to directly influence student outcomes and achievement.

Focus on Pedagogy

Landsborough State School is committed to developing teacher capacity and improving pedagogy through consistent use of Marzano's Art and Science of Teaching. Key deliverables:

- Professional Learning Community (PLC) focused on Marzano's Art and Science of teaching developed and meets regularly
- PLC shares/models best practice with staff at staff meetings.
- Staff develop goals relating to improved teacher pedagogy (ASOT)
- Staff engaged in coaching, observations, feedback and modelling
- Professional Development on ASoT for all teaching staff

Future Outlook

Landsborough State School's focus for the future is outlined in the Landsborough State School Strategic Overview 2018-2021 and 2018 Annual Implementation Plan. These can be found at the Landsborough State School website.

The 2018 Focus Areas can be summarised as:
- The teaching of Writing
- Pedagogy- Using Marzano's Art and Science of Teaching (ASoT)
- Positive Behaviour for Learning (PBL)
- Inclusion

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	285	148	137	33	92%
2016	304	156	148	33	92%
2017	329	165	164	32	93%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Landsborough State School was opened in 1879 and has a proud tradition extending over 135 years. There has been a pattern of continued growth in enrolments across the school and also in the area of students with disabilities in recent years. Landsborough State School implements a fully inclusive model for all students with a verified disability from Prep through to Year 6. 10% of the student body identify themselves as Aboriginal and/or Torres Strait Islander and 0.6% of students come from a non-English speaking background. The majority of our students reside in the immediate geographical area which has changed from a predominantly rural area to an area of continued residential growth.

Queensland Government

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	22	23
Year 4 – Year 6	29	27	24
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

At Landsborough State School we align curriculum documents to reflect the Australian Curriculum.
Our curriculum framework outlines best practice and has focus areas of Teaching and Learning and Assessment and Reporting. Learning experiences at our school are planned to achieve the best possible learning for all students in all learning areas. They are developed through attention to student's learning needs, interests, ability and learning phase. The aim is to improve literacy and numeracy across all areas of the curriculum.

Co-curricular Activities

- Maths extension club
- We Do Robotics years 1-4
- EV3 Robotics years 5-6
- First Lego League club
- Choir
- Dance Excellence Programme
- Eisteddfod participation
- Lion King Musical
- Rock and Water years 3-6
- Year 4 Camp
- Year 5/6 Camp
- Year 3/4 Australia Zoo visit
- Year 5 Leadership Day
- Year 6 Leadership Conference
- Celebration (Buzz) Days each term
- P&C "Tuff Mudder" Fun Run
- Shine Program for Year 6 girls
- Strong Program for Year 6 boys
- Digital Technology Project for Year 5 students
- Earth Warriors/ Garden Club
- Chappy Club
- Art Club
- Chill Club
- NRL
- Lunchtime Cricket
- Surf Life Skills
- Under 8s Day
- ANZAC Day school Service
- ANZAC Day Students' Service in Brisbane
- NAIDOC Week
- Instrumental Music – Brass, Woodwind and Percussion

How Information and Communication Technologies are used to Assist Learning

Landsborough State School has a policy of well integrated ICT in all areas of learning. Students from P-6 have access to a computer lab of 30 computers each week. In each teaching block, there is a bank of 12 ipads and 20 laptop computers which are shared between classes. Ipods are also able to be borrowed in sets from the library. The school has wireless connection throughout. Each classroom is fitted with an interactive Smart Board. All teachers are provided with a laptop to support their teaching and learning.

Social Climate

Overview

The social and emotional wellbeing of staff and students is an important aspect of Landsborough State School. The school uses evidence-based, whole school Positive Behaviour for Learning (PBL) processes across the school to improve learning outcomes. Expected student behaviours are explicitly taught through the '4 Bs' - Be Safe, Be Respectful, Be Responsible and Be an Active Learner.

A weekly focus on positive behaviour is introduced to students on parade, further supported in classroom teaching and learning opportunities. Students are rewarded for their positive behaviours through termly 'Buzz' Days.

The school has a variety of staff who support staff, students and families. These include the School Chaplain and Guidance Officer.

Landsborough State School's Responsible Behaviour Plan for Students focuses on developing a supportive school environment where all members of the school community feel supported, respected, valued and safe. Positive relationships based on mutual respect are fostered and expected.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	100%	88%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	98%	100%	90%
their child feels safe at this school* (S2002)	100%	100%	93%
their child's learning needs are being met at this school* (S2003)	98%	100%	88%
their child is making good progress at this school* (S2004)	98%	100%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	100%	93%
teachers at this school motivate their child to learn* (S2007)	98%	100%	93%
teachers at this school treat students fairly* (S2008)	98%	100%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school works with them to support their child's learning* (S2010)	100%	100%	92%
this school takes parents' opinions seriously* (S2011)	98%	91%	87%
student behaviour is well managed at this school* (S2012)	94%	91%	79%
this school looks for ways to improve* (S2013)	98%	100%	95%
this school is well maintained* (S2014)	100%	100%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	98%	98%
they like being at their school* (S2036)	94%	98%	96%
they feel safe at their school* (S2037)	97%	98%	92%
their teachers motivate them to learn* (S2038)	98%	100%	100%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	100%
teachers treat students fairly at their school* (S2041)	96%	83%	92%
they can talk to their teachers about their concerns* (S2042)	98%	90%	94%
their school takes students' opinions seriously* (S2043)	93%	94%	93%
student behaviour is well managed at their school* (S2044)	91%	89%	89%
their school looks for ways to improve* (S2045)	100%	98%	97%

Queensland
Government

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school is well maintained* (S2046)	99%	96%	98%
their school gives them opportunities to do interesting things* (S2047)	99%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	86%	97%
they feel that their school is a safe place in which to work (S2070)	100%	86%	100%
they receive useful feedback about their work at their school (S2071)	97%	86%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	70%	100%
students are encouraged to do their best at their school (S2072)	100%	93%	100%
students are treated fairly at their school (S2073)	100%	86%	100%
student behaviour is well managed at their school (S2074)	97%	86%	97%
staff are well supported at their school (S2075)	97%	86%	100%
their school takes staff opinions seriously (S2076)	95%	86%	100%
their school looks for ways to improve (S2077)	100%	86%	100%
their school is well maintained (S2078)	100%	93%	100%
their school gives them opportunities to do interesting things (S2079)	100%	93%	100%

* 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

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
- Parent workshops
- Sharing of work and student achievements
- Art Show, Garden Expo –parents and the wider family working with students celebrating school and community.
- Online newsletter/facebook articles

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
- Parent workshops in literacy, numeracy and digital technologies
- Prep education and orientation
- Magic 123 workshops

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.

Open lines of communication are absolutely essential between the school and parents.
Any significant educational adjustment is communicated with parents and carers. Depending on the nature of disability and adjustment, parents/cares will become an integral member of the stakeholders' group accessing, implementing and reviewing adjustments made for the student to access the learning environment and curriculum. Parents of students accessing the Special Education program will be involved in parent sessions educating in the Educational Adjustment Program (EAP), disabilities and strategies for support. Parents are involved in all stakeholder meetings for identification of barriers to learning and goals for success, feedback and reporting processes. Other students with learning needs are identified through the Wellbeing Committee process and parents are involved from the first referral. Parents are encouraged to be proactive communicators and systems of

Queensland Government

communication are developed depending on the intensity of student need. The overall school communication system fosters an open and honest culture promoting all stakeholders involvement.

Respectful relationships programs
The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships, including implementing the Daniel Morcombe Curriculum, highlighting the critical skills of being able to recognise, react and report when they, or others, are unsafe. Our school's core values are focused on 'care', with a very clear expectation of keeping hands and feet to oneself.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	26	22	26
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

.

Environmental Footprint

Reducing the school's environmental footprint
Staff have management plans in offices and classrooms to ensure lights and projectors are turned off during break times. Class teams work on encouraging all stake holders to take responsibility for their electricity usage. Water usage has decreased due to a number of things including gardens being mulched.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	28,830	329
2015-2016	75,272	214
2016-2017	28,201	1,722

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.**

Queensland
Government

Find a school

School name   **GO**

Suburb, town or postcode

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

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	24	21	0
Full-time Equivalents	21	12	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	NA
Masters	NA
Graduate Diploma etc.**	NA
Bachelor degree	NA
Diploma	NA
Certificate	NA

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Queensland
Government

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $52990.66.

The major professional development initiatives are as follows:

- Coaching
- ASoT Training
- Profiling
- Planning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	92%	91%

*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 2017 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
2015	92%	93%	93%	91%	90%	90%	88%						
2016	94%	94%	94%	94%	92%	92%	93%						
2017	93%	93%	95%	94%	94%	92%	91%						

*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:
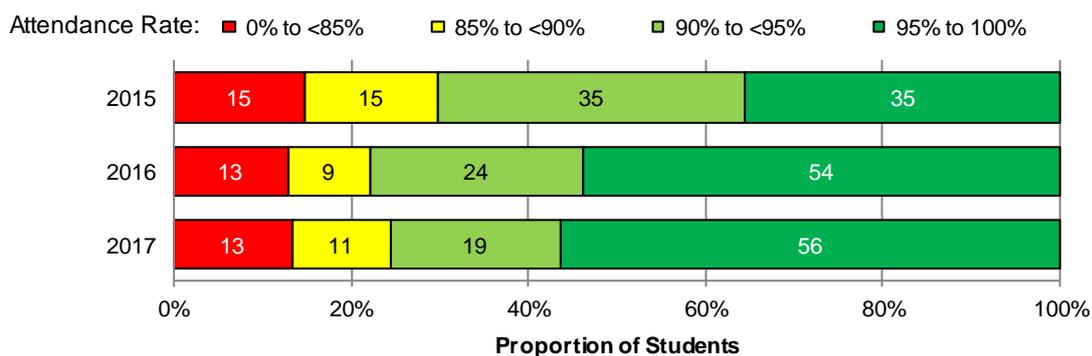
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

Strategies to improve attendance:
- 100% attendance certificates given out once per semester
- Attendance award for best class given out every 5 weeks with pizza party.
- Teacher shares class % on class dashboard with students daily.
- Regular encouragement on Facebook, school sign and electronic newsletter

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.

Queensland Government

Find a school

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.