LANDSBOROUGH
STATE SCHOOL
Your Future Our Focus

Landsborough State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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 more than 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.

School progress towards its goals in 2018

Landsborough State School's focus in 2018 was outlined in the Landsborough State School Strategic Overview 2018-2021 and 2018 Annual Implementation Plan.

The 2018 Focus Areas can be summarised as:
- The teaching of Writing
    - Increase students achieving NMS+ in Year 5 NAPLAN writing in from 75% to 100% in 2018
        - Improving and Continuing
    - Increase the percentage of students achieving in the U2B for NAPLAN writing. Year 3 from 11.7% to 30%. Year 5 2.7% to 20%
        - Continuing
    - 100% of students achieving a C or higher for all year levels for English. 100% of students tracking below benchmark (LSS Internal Monitoring) have an ILP and/or ICP in place.
        - Improving and Continuing
- Pedagogy- Using Marzano's Art and Science of Teaching (ASoT)
    - Increased capacity of staff when using Marzano's ASoT Pedagogical Framework evident using reflective scales
        - Embedded and Continuing
    - Increased capacity of staff when using Marzano's ASoT Pedagogical Framework evident through Master Teachers observations and coaching session.
        - Improving and Continuing
- Positive Behaviour for Learning (PBL)
    - Increase number of positive behaviour incidents occurring to more that 10/day (One School)
        - Improving
    - Decrease number of negative behaviour incidents occurring to less than 1/day (One School)
        - Improving
- Inclusion
    - Increase the capacity of staff to identify student needs using the Landsborough Hourglass.
        - Achieved
    - Increase the capacity of staff to use differentiation strategies in the classroom through the use of the Landsborough State School Way: Differentiation document.
        - Achieved

Future outlook

Landsborough State School's focus for the future is outlined in the Landsborough State School Strategic Overview 2018-2021 and 2019 Annual Implementation Plan. These can be found at the Landsborough State School website.

The 2019 Focus Areas can be summarised as:
- Curriculum
    - 100% of students achieving a C or higher for all year levels for English and Mathematics.
    - 100% of students tracking below A-E benchmark have an ILP and/or ICP in place.
    - 100% of students achieving PM/PROBE reading benchmarks
    - 100% of Yr 3 and Yr 5 students achieving about the NMS in NAPLAN 2019
    - Year 3 and Year 5 cohorts achieving at/above national mean in all strands of NAPLAN 2019
    - Year 3 and Year 5 cohorts achieving U2B percentages similar/above national achievement in all strands of NAPLAN 2019
- Pedagogy
    - Targets are outlined in the Inquiry Planner - NASoT at Landsborough State School Semester One 2019 A-E data targets above % of student achieving C or better using A-E data.

- o Improved Teacher disposition measured using the NASoT reflective scales, 4-scale point increase per staff member.
- o Improved student attendance to meet school expectation of 95%.
- o 100% of teachers using teacher and student feedback forms (NASoT resource) to reflect on strategy application.
- Inclusion
  - o 100% of students at Landsborough State School achieve a C or higher English and Mathematics
- Wellbeing
  - o Improvement of our 8 most critical areas from the 2018 SOS
    - 1. Student behaviour is well managed at this school.
    - 2. This school takes staff opinions seriously.
    - 3. My school is well managed.
    - 4. I am confident that poor performance will be appropriately addressed in my school.
    - 5. I feel that staff morale is positive at my school.
    - 6. The wellbeing of employees is a priority for my school.
    - 7. I can cope with the pressures of my workload.
    - 8. I would recommend my school as a good place to work.
- Positive Behaviour for Learning
  - o Increase number of positive behaviour incidents occurring to more that 10/day (One School)
  - o Decrease number of negative behaviour incidents occurring to less than 1/day (One School)

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	304	329	353
Girls	156	165	177
Boys	148	164	176
Indigenous	33	32	28
Enrolment continuity (Feb. – Nov.)	92%	93%	90%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	23
Year 4 – Year 6	27	24	28
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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

- Choir
- Dance Excellence Programme
- Eisteddfod participation
- Rock and Water
- Year 4 Camp
- Year 5/6 Camp
- Year 3/4 Australia Zoo visit
- Year 6 Leadership
- 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
- 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	88%	85%
• this is a good school (S2035)	100%	92%	88%
• their child likes being at this school* (S2001)	100%	90%	96%
• their child feels safe at this school* (S2002)	100%	93%	89%
• their child's learning needs are being met at this school* (S2003)	100%	88%	77%
• their child is making good progress at this school* (S2004)	100%	83%	73%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	89%
• teachers at this school motivate their child to learn* (S2007)	100%	93%	85%
• teachers at this school treat students fairly* (S2008)	100%	95%	76%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	96%
• this school works with them to support their child's learning* (S2010)	100%	92%	85%
• this school takes parents' opinions seriously* (S2011)	91%	87%	65%
• student behaviour is well managed at this school* (S2012)	91%	79%	62%
• this school looks for ways to improve* (S2013)	100%	95%	73%
• this school is well maintained* (S2014)	100%	98%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	96%
• they like being at their school* (S2036)	98%	96%	88%
• they feel safe at their school* (S2037)	98%	92%	82%
• their teachers motivate them to learn* (S2038)	100%	100%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	92%
• teachers treat students fairly at their school* (S2041)	83%	92%	80%
• they can talk to their teachers about their concerns* (S2042)	90%	94%	80%
• their school takes students' opinions seriously* (S2043)	94%	93%	74%
• student behaviour is well managed at their school* (S2044)	89%	89%	74%
• their school looks for ways to improve* (S2045)	98%	97%	88%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	96%	98%	89%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	88%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	86%	97%	70%
• they feel that their school is a safe place in which to work (S2070)	86%	100%	85%
• they receive useful feedback about their work at their school (S2071)	86%	94%	74%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	70%	100%	76%
• students are encouraged to do their best at their school (S2072)	93%	100%	89%
• students are treated fairly at their school (S2073)	86%	100%	74%
• student behaviour is well managed at their school (S2074)	86%	97%	59%
• staff are well supported at their school (S2075)	86%	100%	63%
• their school takes staff opinions seriously (S2076)	86%	100%	58%
• their school looks for ways to improve (S2077)	86%	100%	81%
• their school is well maintained (S2078)	93%	100%	93%
• their school gives them opportunities to do interesting things (S2079)	93%	100%	89%

* 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

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 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 education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships, including implementing the Rock and Water into the 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	22	26	31
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	75,272	28,201	73,486
Water (kL)	214	1,722	1,097

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

	Find a school	Search website
	Search by school name or suburb	Go
	School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	27	19	0
Full-time equivalents	23	12	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	0
Bachelor degree	26
Diploma	0
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $38713.00

The major professional development initiatives are as follows:

- New Art and Science of Teaching
- THRASS
- Collaborative Planning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	93%
Attendance rate for Indigenous** students at this school	92%	91%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

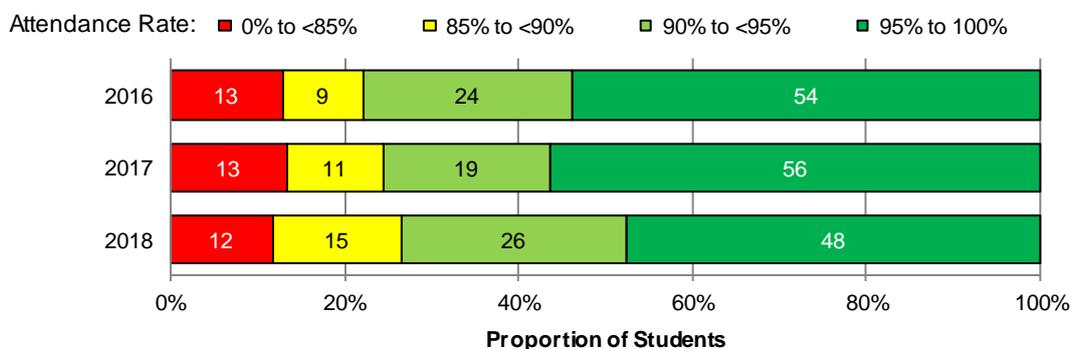Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	94%	93%	94%		Year 7			
Year 1	94%	93%	92%		Year 8			
Year 2	94%	95%	94%		Year 9			
Year 3	94%	94%	94%		Year 10			
Year 4	92%	94%	93%		Year 11			
Year 5	92%	92%	91%		Year 12			
Year 6	93%	91%	92%					

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	13	9	24	54
2017	13	11	19	56
2018	12	15	26	48

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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
- 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.