

Landsborough State School

Queensland State School Reporting

2014 School Annual Report



Postal address	41 Gympie Street North Landsborough 4550
Phone	(07) 5436 2777
Fax	(07) 5436 2700
Email	the.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	Principal : Kristy Walton Head of Curriculum: Amanda Shone

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.

Kristy Walton
Principal



School progress towards its goals in 2014

2014 was a very exciting year for Landsborough State School with success in many different aspects of the various programs in which our students are engaged. It was extremely rewarding to see our students achieve new levels of excellence in academic, sporting, musical and language pursuits and to have our parent community indicate an overwhelming level of satisfaction.

2014 highlights include:

A key area identified for improved student achievement was our Year 3 NAPLAN performance. It was very pleasing to see that our students' mean score in Year 3 has improved. The percentage of students performing in the Top 2 bands in Year 3 has also trended up strongly over the past five years. As a school we recognise that there is more to do in this area to achieve the same high results of our Year 5 and 7 students; however the early data indicates the hard work in this area is creating real improvement.

2014 saw a continued clear focus on lifting the profile of numeracy right across our school community. The Numeracy Professional Learning Community (PLC) continued to thrive and all teachers relished the opportunity to develop their pedagogy. Teachers were engaged in professional development, observed best practice and developed individual skill sets during GRWOTH coaching conversations with the schools Numeracy Coach.

The development of a common language and documents outlining minimum expectations for numeracy ensured consistency across the school, within the coalition and within the region. Numeracy warm ups are now embedded in daily practice, the selection of warm ups are identified by teachers using data such as NAPLAN testing or the regional diagnostic tests to specify next learning. The feedback from the students indicated that they enjoyed the new units and maths warm ups and felt that they were really challenged to do their best.

The Numeracy PLC engaged the wider school community by developing and running parent workshops afterschool to teach parents ways to support their child's learning at school. The workshops were well received and parents made requests for more in the future.

The opening of our new fully equipped Hall in 2011 has created an outstanding facility to showcase the diversity and amazing talent of so many students. Highlights within The Arts program included seeing the talents of our students as over 280 students took to the stage in our school musical 'Letters from the Past' written especially for our schools 135th anniversary by our Creative Industries teacher Mrs Mel Peters. The musical was a journey through time spanning 135 years and involved a team of passionate people from the school and community. Props were sourced from the local museum, photos from school archives and historical references obtained from past students who attended the school some 70 years ago. The quality and talent of our students certainly brought the stage alive.

The strong focus on quality ICT throughout our school has continued with interactive whiteboards now installed in 95% of classrooms. All classes throughout the school are connected to the internet. A key focus for 2014 was to improve the integration and reliability of all ICT equipment within our school. The 2014 staff opinion survey data shows an increase from 57 % in 2010 to 96% of staff indicating their satisfaction with access and use of ICT.

Our forward planning aims to have all areas of the school connected wirelessly by the end of June in 2015.

2014 Student behaviour data indicates that the high expectation of students' behaviour continues to be reinforced. The school has seen a 10% increase in parent satisfaction approval in all student behaviour domains on the opinion survey. In the 2014 school opinion data, 81% of parents are satisfied or very satisfied with the behaviour of students at Landsborough State School and 91.8% say that the school looks for ways to improve and 95% say that their child likes coming to school. 96% of students also believe that their teachers expect and encourage them to do their best and 93 % agree that Landsborough State School is a good school.

Flying Start was a significant priority for our school in 2014 ensuring we worked closely with our feeder high schools to ensure our year 6 and 7 students transitioned with ease.

Landsborough State School has identified the need to develop a relationship with the Early Childhood Education Centres that feed to our school. Meetings with the centres to discuss the transition of pre prep students took place in terms three and four. All parties have expressed the value of ensuring successful transitions into school and regular meetings and initiatives are planned for 2015.

LSS underwent a rigorous Quadrennial School Review process to establish our direction for the next 4 years. This process involved school staff, students and community members.

The school also underwent a full Teaching and Learning Audit and Behaviour Audit during 2014. This audit reviewed the school in 13 domains. We celebrated by receiving Outstanding/ High results in all domains. An excellent result for a staff and school that work tirelessly to achieve remarkable results.

Future outlook

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

As part of our commitment to striving for the target for excellence, we set clear focus areas that will drive explicit improvement in identified areas over the four years from 2010 to 2013.

2014 was a productive year for our school in that we completed a full school Teaching and Learning Audit, which provides us with a line of sight in our new school strategic direction from 2015-2018.

A rigorous consultation process involving staff, students and community was undertaken to establish the following direction for 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

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	296	150	146	91%
2013	285	138	147	90%
2014	279	130	149	86%

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

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 2014, our student enrolment was consistent at around 280 students in 11 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	25	23
Year 4 – Year 7 Primary	15	23	30

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	21	14	32
Long Suspensions - 6 to 20 days	1	2	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum offerings

Our distinctive curriculum offerings

At 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	French Club	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	Rock and Water for Upper school

How Information and Communication Technologies are used to assist 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.

The school employs a Technical Aide for 6 hours per week.

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.

School Opinion survey data shows that 95% of our students agree that behaviour is well managed at our school.

Students also have access to our P&C Association sponsored Outside School Hours Care (OSHC) program run by Camp Australia.

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	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	97%	95%
this is a good school (S2035)	100%	97%	93%
their child likes being at this school* (S2001)	100%	100%	95%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	93%	97%	92%
their child is making good progress at this school* (S2004)	100%	97%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	97%	97%
teachers at this school motivate their child to learn* (S2007)	100%	97%	95%
teachers at this school treat students fairly* (S2008)	100%	100%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	95%
this school works with them to support their child's learning* (S2010)	100%	97%	93%
this school takes parents' opinions seriously* (S2011)	93%	100%	87%
student behaviour is well managed at this school* (S2012)	90%	100%	82%
this school looks for ways to improve* (S2013)	100%	100%	92%
this school is well maintained* (S2014)	100%	100%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	98%	95%
they like being at their school* (S2036)	91%	93%	92%
they feel safe at their school* (S2037)	95%	88%	93%
their teachers motivate them to learn* (S2038)	98%	97%	94%
their teachers expect them to do their best* (S2039)	100%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	95%
teachers treat students fairly at their school* (S2041)	87%	91%	91%
they can talk to their teachers about their concerns* (S2042)	94%	95%	92%
their school takes students' opinions seriously* (S2043)	79%	90%	83%
student behaviour is well managed at their school* (S2044)	81%	98%	95%
their school looks for ways to improve* (S2045)	100%	95%	94%
their school is well maintained* (S2046)	96%	96%	98%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	93%
they feel that their school is a safe place in which to work (S2070)		97%	100%
they receive useful feedback about their work at their school (S2071)		91%	93%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		94%	93%
staff are well supported at their school (S2075)		91%	93%
their school takes staff opinions seriously (S2076)		84%	97%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		88%	97%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

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 Landsborough State School added to the existing solar panels in the school. The Landsborough State School Earth Warriors program continued to promote paper recycling and energy saving habits with all students as well as continuing the excellent garden projects.

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 focussing on the following actions for 2014:

1. Minimising Power consumption

- Set up Expectations that rooms should power down when unoccupied
- Develop an awareness of the need to power down and be mindful of power usage.
- Computer Screens should be turned on at completion of lesson
- Discuss power consumption at Parades
- School Cleaners do not power rooms before school commences
- encourage open windows rather than use fans
- Solar Panels have been placed on higher Building - Green Energy

2. Effective use of water - decreasing wastage

- Set up expectations for quick wash of hands
- Water in early hours of morning (effective water usage)
- Refit flush toilet with water saving flushes
- Regular check for dripping taps
- Installing water tanks on our new Community Hall.

The figures listed in the table below are not accurate as they do not represent actual usage during the calendar year due to invoicing timelines.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	1,974	1,112
2012-2013	53,170	618
2013-2014	68,687	904

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

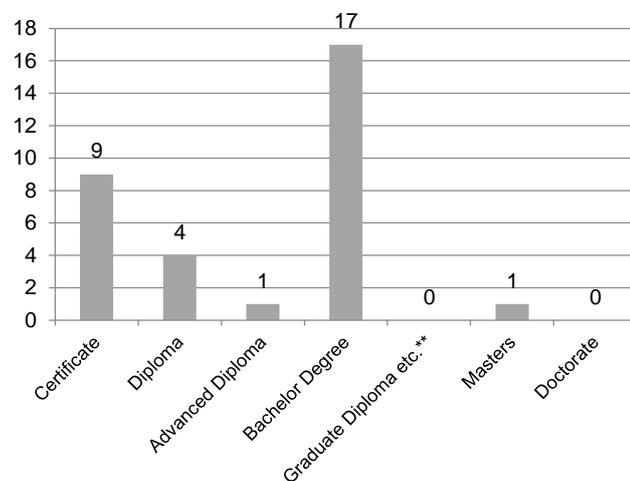
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	19	14	<5
Full-time equivalents	17	9	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	9
Diploma	4
Advanced Diploma	1
Bachelor Degree	17
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	32



*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

Teachers are instrumental in improving student achievement. Helping our teachers to maintain quality classroom practice is critical therefore, we work with and support the professional development of our teachers. We are committed to creating opportunities for teachers to mentor and learn from others and to access professional information.

Landsborough State School's greatest asset is the dynamic and committed staff who work together to create a very professional team of educators focused on providing the very best education for students. Professional development is integral to our belief that we are all lifelong learners and that we model this to our students.

The total funds expended on teacher professional development in 2014 was \$20 523.42. An extensive array of other professional development activities were also conducted having been identified through staff surveys and strategic planning indicators. It is through this strong commitment to developing our staff that Landsborough State School is able to remain innovative and responsive to the latest educational trends.

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

The total funds expended on teacher professional development in 2014 were \$20523.42

The major professional development initiatives are as follows:

- Growth Coaching
- ASOT (Art and Science of Teaching)
- HRS (High Reliability School)
- TRS to support Teacher planning & development
- Literacy (reading) & Numeracy (Warm up's) PD
- IPad's in the classroom
- Students with Disabilities

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	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 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	92%

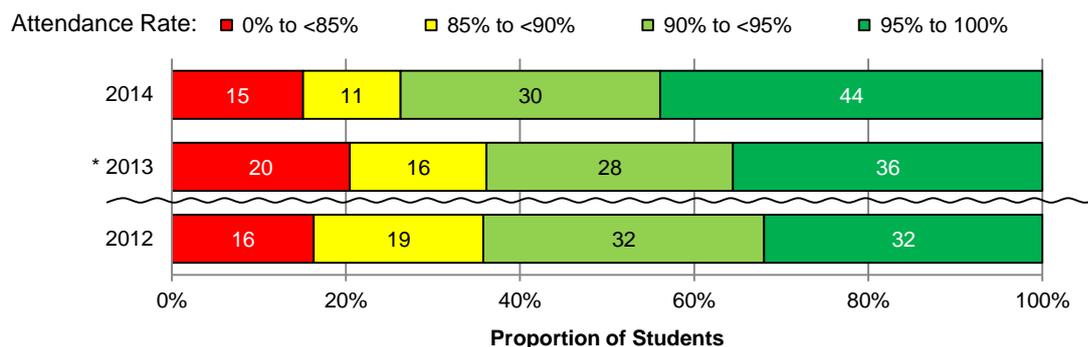
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	90%	93%	90%	92%	92%	88%	89%					
2013	92%	90%	92%	89%	89%	90%	91%					
2014	94%	92%	90%	91%	91%	92%	93%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Landsborough State School is committed to closing the gap between the performance of our Indigenous and Non-Indigenous students. Our school was one of the first in the Region to have its Embedding Aboriginal and Torres Strait Islander Program (EASTIP) ready for implementation. The strong commitment to embedding indigenous perspectives and supporting our young indigenous students in literacy and numeracy is evidenced in NAPLAN improvement.

Closing the Gap funding has resulted in significant teaching support time for identified indigenous students who require support to improve their reading and numeracy. In 2014 the gap in performance between indigenous students across the Year 3, 5 and 7 NAPLAN testing and non-indigenous students decreased significantly in all areas.

Student attendance data demonstrates a slight decrease with indigenous students' average attendance being 86.3% (down from 88.9% in 2013) compared to an overall school attendance of 92.7%. 30 % of our indigenous students fall in to the category of chronic absenteeism with less than 85% attendance. The introduction of a School Chaplin and our Indigenous Community Advisor provided a support person to contact and support families where attendance is identified as an issue