Principal’s foreword

Introduction
Welcome to the School Annual Report for Landsborough State School.

The intention of this report is to provide the community with a comprehensive but concise overview of our school, highlighting our many and varied achievements. It also serves to detail our plans to build on these successes for the future.

Our school was established in 1879 and is located in the Sunshine Coast Hinterland approximately 20 kilometres west of Caloundra and 6 kms north of Beerwah. It has a long established tradition of working together to deliver excellent educational outcomes for our students. Landsborough State School caters for children from Prep to Year 7 and we invite you to join us to help develop the best possible education during what we trust will be a long and fruitful partnership.

After many acting principals over the years, a permanent principal was appointed to Landsborough State School in July 2011. Throughout 2011 our school continued its unrelenting commitment to improved student outcomes in a safe and supportive environment responsive to the local context, through a quality curriculum aligned to assessment and reporting. The success of our progress towards our common goal and vision is evidenced in our improving student achievement data and survey results. Our work throughout 2011 was influenced by our Strategic Plan 2010-2012.

School progress towards its goals in 2011

From the Annual Operational plan in 2011, the following goals were set:

1. Embed the Landsborough State School Curriculum Framework to improve consistency of curriculum application.

   Progress:
   - Implement a whole-of-school Literacy and Numeracy Plan
   - Develop and implement the 2011 NAPLAN action plan
   - Provide guidance and direction around EYCG (Early Years Curriculum Guidelines) & QCAR (Queensland Curriculum, Assessment and Reporting) frameworks through curriculum planning coordinated by the HOC
   - Coordination of a Whole School Intervention Literacy & Numeracy (WSI), incorporating the Landsborough SS Assessment, Prevention, Intervention and Extension Framework
   - Continued integration of Information and Communication Technologies as an essential component of curriculum planning, teaching, assessing and reporting.

2. Enhancement of outcomes for all students
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting – 2011
Landsborough State School (0349)

Progress:
- Maintaining high standards of student achievement as measured by the Year 2 Diagnostic Net, and the NAPLAN test data along with internal assessment and monitoring
- Implementing the Closing the Gap program for Indigenous students
- Training for staff regarding curriculum differentiation and implementing this in unit plans
- Provision of Educational adjustment programs for students with disabilities with regard to Education Queensland’s Inclusive Education Policy.
- Mastery of OneSchool student database by all staff, entering of student data into OneSchool, including standardised testing.
- Preparation and awareness for ACARA (Australian Curriculum, Assessment and Reporting Authority) Framework – Australian National Curriculum
- Specialised gifted and talented education teacher who works with over 25% of our students every week through the ‘Out of the Box’ program.
- Every student in year 2 and 3 individually work with an adult every single day on reading strategies and resources.


Progress:
- Extra-Curricular lunch time activities such as, Art Class, iengage, Computer Club, Maths Club, Music Club, Earth Warriors and Sports Club to engage our students.
- Further embed the Smart Moves program
- Ensure the Smart Choices program is operational and effective
- Well trained Learning Support staff who work within a classroom setting on a daily basis.
- Continue the focus upon Landsborough State School’s Responsible Behaviour Plan incorporating:
  a. School Wide Positive Behaviour Support philosophies and strategies
  b. Employment of 0.2 Behaviour Management Consultant
  c. Student Wellbeing strategy catering for students with academic, social, emotional, medical and behaviour needs
  d. Guidance Officer support for students and parents
  e. Provision of Outside School Hours Care Services, utilising an external provider (Camp Australia)

4. Sustainability

Progress:
Design, develop and implement the School Environmental Management Plan (SEMP) incorporating:
- Specific planning for student edification through year level planning with the HOC
- Involvement of the school community
- Sustainability ‘Green School’ where students take part in propagating and planting natives and food gardens.

Future Outlook
Landsborough State School has an explicit improvement agenda that drives all our improvements in the school. Below are the areas of focus for the next 12 mths:

Explicit Improvement Agenda around Spelling and Reading
- Establish 5 week assessment cycles to track student improvement.
- Strengthen capacity of teachers to use performance data to differentiate curriculum when aligning planning, teaching, assessment and reporting to develop students’ deep understanding
Implement whole school spelling approach using “Words their Way”
Further embed THRASS into the school to complement the improvement agenda.
Improve Whole School Approach to Intervention in Literacy and Numeracy
Fortify productive partnerships between school and Indigenous families
Develop Individual Education Plans for each Indigenous student and provide supplementary support to implement them effectively
Ensure all students in years 2&3 and those identified as below National Minimum Standard in years 4-7 read to or with an adult every day of the year.
Assess prep readiness of all prep students and support them to meet school based readiness checklists.
Embedding NAPLAN preparation strategies in assessment
Exploring strategies to identify and extend students in the upper 2 bands.

Teacher Practice and Implementation of ICT’s

Teacher Practice and Implementation of ICT’s
Refinement of high quality teaching through explicit teaching, differentiation and feedback
Embed de-privatisation of practice through coaching model and sharing practice.
Conceptualise and operation whole of school focus on spelling and reading.
Refine and embed data informed pedagogy strategy.
Create a workforce plan as per recommendation in Teaching and Learning audit.
Improve staff access, confidence and engagement with digital resources through regular Professional Development and peer coaching
Embed appropriate use of ICTs in the school’s integrated curriculum plan in alignment with Student ICT Expectations
Establish a Technology Hub in old resource centre
Place SMARTBOARDS in all of our classrooms.
Extend the Developing Performance Process (aligned to Framework) to include a process of regular teacher observation and feedback
Moderation processes with coalition.

Implementation of C2C

Support sessions provided by our PEA’s & Data Coach at a regional level for whole of staff
In Classroom spelling support session’s in conjunction with HOC and PEA
HOC to liaise with staff and inform staff of any current curriculum initiatives from the DG through BEE updates, staff meetings and PD Sessions
Support teaching staff with 4 x 5 hour PD sessions (i.e. planning days)
Teacher Aide human resourcing to support implementation and differentiation
Resourcing of books and equipment that is relevant to c2c
Differentiation PD to support the diverse needs of our students
Support staff with their ICT knowledge by holding informal sessions Monday and Wednesday afternoons
Staff have allocated ICT Teacher support class time with our librarian once per year and a teacher aide every week
Convert our three half size labs to a full size lab to help support staff to teach ICT skills to support c2c
Convert remaining computers into classrooms so to have small group work with c2c content
HOC to support staff in use of Oneschool to help support c2c
HOC to work with coalition HOC’s to have a consistent moderation document to moderate twice per year
HOC to work with the Sunshine Coast HOC network with current initiatives (Marzano, Hattie, C2C)
Purchase 3 SmartBoards to support staff in the implementation of c2c
Use data to check progress of c2c implementation
Queensland State School Reporting – 2011
Landsborough State School (0349)

Rebranding of the school following a change in logo and motto

- Provide regular opportunities for community to attend school-based workshops, events and celebration days
- Regularly update and review school website
- Establish school-based facilities for community use
- Liaise with pre-prep providers to provide seamless transition to prep and promote the school
- Enlist and train Ready Readers to support school reading program.
- Strengthen productive partnerships with community organisations.
- Rebrand the school with the new school logo and motto on all elements involving the school.

Implementation of SWPBS (School Wide Positive Behaviour)

- Further embed the four BEEs into our school operations.
- Maintain high standards of behaviour across the school
- Explicitly teach students skills required to meet agreed behaviour expectations
- Refine support strategies for “at risk” students
- Profile 100% of the teaching staff.
- Provide PD for all staff around Essentials Skills.

In 2011 the school began its rebranding process where a new logo, motto and vision for the school were developed. This rebranding opportunity gave the school and its community the opportunity to explore what is important to our school and its students 133 years after its initial establishment. The new logo honours our logging past and explores our dynamic future. The new motto reflects a significant change from the old “Look Listen Learn” where we acknowledge that students of the 21st century no longer learn this way. The new Landsborough State School motto “Your Future Our Focus” embraces all that we value and stand for in the very important journey of learning. Over the next 12 months this will further evolve as these exciting changes become embedded in our school culture.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>279</td>
<td>140</td>
<td>139</td>
<td>94%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Landsborough State School turns a ripe old age of 133 years this year. 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 2011, our student enrolment was consistent at around 279 students in 11 classes for a percentage of the year. We saw significant growth towards the end of 2012 where we ended the year with 298 students.

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 are even blessed with a number of families whose second and third generation are learning in our school, adding to our strong community links.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.4</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24.1</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>10</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
## Curriculum offerings

Our distinctive curriculum offerings **Regular subjects do not need to be listed. Outline in dot point form salient features of the school’s curriculum.**

2011 was a year of consolidating our major focus of further improving outcomes in Literacy and Numeracy through the integration of ICT’s.

### Extra curricula activities

- Student Council
- Earth Warriors
- Better Buddies
- Instrumental Music Program
- Landsborough Choir
- Arts Council Presentations
- District and Regional representation in a range of sports
- ARL Development Cup
- Annual Carols-by-Torchlight Event
- Annual Cross Country
- Voices on the Coast
- Landsborough Idol
- Annual Athletics Carnival
- Annual Camp (years 5-7 students)

## How Information and Communication Technologies are used to assist learning

Authentic and challenging ICT learning experiences that integrate curriculum offerings are important aspects of every child’s education at Landsborough. With many digital tools at our disposal, accessing the most suitable hardware and software solution is an important element of our ICT program. The school has access to Education Queensland’s eLearning resources, with many virtual classrooms evident across the school.

Our infrastructure for ICTs includes three fully networked computer rooms (two with 30 workstations and the other with 15); a cluster of computer workstations in every classroom; digital projectors in every classroom; a scanner and digital camera for every classroom block; specialised media equipment; and a laptop computer for every teacher.

The school employs a Network Administrator for 6 hours per week.

There is an explicit focus on ICT professional development for staff – culminating in 5 staff having their ICT Pedagogical Licence.

## Social climate

Landsborough is a very cohesive community, where staff, parents, and community groups work as a team with students’ welfare, learning, and enjoyment of school the core of everything we do. The school’s ethos is built upon its four core values of Bee Safe, Bee Respectful, Bee An Active Learner and Bee 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 and the appointment of a Behaviour Management Consultant.

Students also have access to our P&C Association sponsored Outside School Hours Care (OSHC) program. This organisation also provides a comprehensive vacation care program.

Responses to the annual school opinion surveys indicate a positive picture of our school.
Our school at a glance

Parent, student and teacher satisfaction with the school

Generally our school satisfaction data is similar to state and like schools. Results from our parent body shows that they we are above state and like school average with the school climate, behaviour, community relations, resourcing and expectations set. We are very proud of the improvements we are making in the above areas and are working conscientiously to improve this data even further.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good</td>
<td>74%</td>
</tr>
<tr>
<td>education at school</td>
<td></td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development</td>
<td>72%</td>
</tr>
<tr>
<td>opportunities that relate to school and systemic initiatives</td>
<td></td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>76%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents, caregivers, and members of the wider community are encouraged to be a part of the Landsborough School Community. Opportunities to participate include becoming a classroom parent representative on the Parent Forum, which meets every month prior to the P&C meeting; becoming an active participant of the Parents and Citizens Association; attending class information and oral reporting sessions; assisting at the tuckshop; volunteering to assist with the various school fundraising events; supporting students in our Ready Reader Program, Better Buddies Program or Earth Warriors Program; and becoming active on school committees when appropriate.

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns. In 2011, 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:

The Schools SEMP Plan focussed on the following actions for 2011:

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 are have asked not to power rooms before school commences
   - 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.
Our school at a glance

3. Increasing the school's awareness of power and water conservation
   - Articles in the school's newsletters
   - Link to class curriculum and units of work where appropriate
   - A School environmental group has been developed inclusive of class reps from years 4-7
   - Advertising and encouraging participation – in community events such as Earth Hour, National Tree Day, World Environmental Day and Activities at the Local University.

4. Decreasing the Schools Carbon Footprint
   - Encourage children to have litter free lunches
   - Minimise lunch waste by using containers or reusable plastic bags
   - Encourage recycling of food scraps
   - Creation of a butterfly garden which was acknowledged in the Glasshouse Sustainable Schools awards
   - Planting of 5 edible gardens
   - Developing a compost and worm farm

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>41,072</td>
<td>714</td>
</tr>
<tr>
<td>2010</td>
<td>73,852</td>
<td>813</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-44%</td>
<td>-12%</td>
</tr>
</tbody>
</table>
## Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>20</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>16</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

## Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>12</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

![Bar chart showing qualifications of all teachers](chart.png)
Expenditure on and teacher participation in professional development
The total funds expended on teacher professional development in 2011 was $32,652.00.

The major professional development initiatives are as follows:
The staff at Landsborough State School engaged in numerous professional development opportunities in 2011. These activities covered the priorities of Education Queensland as well as the specific focus areas as outlined in the school’s Annual Operational Plan. The targeted areas include:

- Many workshops (internal and externally provided) regarding effective implementation of ICTs and the advancement of Education Queensland’s eLearning agenda
- Supporting staff in the attainment of their pedagogical licence.
- Operation of the new Onschool operating system
- Differentiation of curriculum, providing a range of curriculum offerings for students at all levels
- Australian National Curriculum – awareness of ACARA, and the relationship to current curriculum
- Curriculum planning
- Behaviour support workshops provided at a district level

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year
From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 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.

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 web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011**
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>89%</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**
The proportions of students by attendance range.

**Description of how non-attendance is managed by the school**
Non-attendance is managed in state schools in line with the DET 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 firmly believe that everyday counts towards a quality education for every child. Therefore we engage a number of strategies to ensure maximum attendance. Among these strategies are:

- Twice daily marking of class rolls with specific processes for notifying admin staff of prolonged absences (3 or more consecutive days)
- Raising awareness of issues related to non-attendance within the community through parade, newsletters, website etc
- Making parent contact for absences of 3 or more consecutive days
- Regular, central tracking and analysis of attendance trends for whole of school, specific cohorts and individuals to develop specific support programs
- Accessing external support where appropriate
- Developing individual incentive schemes

In extreme circumstances we engage families in a formal process of enforcing compulsory attendance in accordance with DET policies.

**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.

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

Through the strategic use of our Closing the Gap Grant we managed to close the achievement gap for our Indigenous students in all domains across years 3, 5 and 7, except for year 3 writing, year 5 reading and year 7 grammar and punctuation.

Our Indigenous attendance rate was marginally higher (5%) than that of non-indigenous students. This makes our closing of the achievement gap even more significant.