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Principal's foreword

Introduction

Longreach State School is a school which places people first. Our primary concern is the education and care of our students from Prep to Year 7. Our students are drawn largely from Longreach town but also include students who travel from rural home locations within the Longreach District. There is a high level of pride in our school. This is reflected in our standard of behaviour, dress and sporting, cultural and academic performance. The well maintained and ongoing improvement of our grounds and facilities which support student outcomes is further evidence of school pride. Our curriculum has a central focus on high levels of literacy and numeracy supported by opportunities to engage in an extensive formal and extra-curricular program.

To ensure that each student receives the best education possible we highly value parent participation and involvement. In 2008 this was most evident through a range of highly successful fundraising support and other parent/community participation.

This report provides evidence of student achievement in reading, writing and number as measured by Yr 2 Net and NAPLAN tests.

We look forward to sharing with you our efforts to achieve our vision of *"Learning Together – Pathways to Success"*.

Future outlook

The 2006 Triennial School Review set the strategic direction for our school for 2007-2009. Progress towards our goals are being achieved through 3 major program areas:

QESSI (Qld Environmentally Sustainable Schools Initiative) – authentic learning programs link to real-life experiences (water, energy, waste and biodiversity)

QCAR (Qld Curriculum and Reporting Framework) – essential learnings, effective teaching practices and high quality assessment define school standards

Grounds and Facilities – ongoing development of physical resources to support student learning

Our ongoing focus will be to sustain the 2008 results in literacy and numeracy across the whole school. And to strengthen the teaching of literacy through a greater emphasis on collaborative planning where teachers engage in teams to produce high quality units of work that reflect QCAR initiatives. Regular meetings between administration and teaching teams and focussed Professional Development will further facilitate this process.

In addition, we will focus on the continual enhancement of numeracy outcomes for all students through the implementation of the new mathematics syllabus, and teacher professional development linked to this curriculum area.

Our school at a glance

School Profile

Total student enrolments for this school - 310

Year levels offered Prep to Year 7

Coeducational or single sex – Co-educational

Curriculum offerings

Our distinctive curriculum offerings

Learning programs tailored to meet the developmental learning stage of early years students, middle years, students and students with disabilities.

An innovative Middle Years curriculum incorporating Technology Food and Technology Design programs delivered in purpose built facilities.

Individual student progress is tracked against standards relating to what a student should know and be able to do with what they know.

A Middle Years (4-7) camping program supports the personal growth and independence of students.

A Year 7 student leadership program builds civic awareness and develops skills for ongoing future community leadership.

A Lunchtime Activities program and Principal Afternoon Tea program support the positive behaviour management and relationship building of students and staff.

Staff development priorities link to the Early Years or Middle Years structure. The current focus is on literacy enhancement, and the introduction of the new mathematics syllabus.

Exploring the potential for innovation –engaging with QCAR essential learnings as a framework for developing quality units of work.

Extra curricula activities

Extra curricula programs for cultural and sporting areas provide a range of pathways to support individual gifted and talented students as well as developing the skills of all participating students. These include:

Middle Years Sports Development program

Instrumental Music program with access to school and Central West Concert Bands

Participation in district competitions for Poetry and Art

Middle Years Interest Groups(eg Sport, Art/Craft, Chess Club)

How computers are used to assist learning

Computers are regarded as an essential tool for learning and are integrated into many aspects of the curriculum.

Computers are located in every classroom in addition to three (3) student computer labs and a resource centre computer lab.

Information Communication Technology program outlining appropriate levels of efficiency implemented throughout whole school.

ICTs have been extended to include a data show in each classroom supported by focused Professional Development to enhance teacher use for improved student learning outcomes.

Our school at a glance

Social climate

Our school focuses on each student as an individual and builds a climate of academic pursuit balanced with sporting and cultural participation according to interest and talent.

External surveys of students indicate a very high satisfaction with the behaviour of students, their own safety their experience of being treated fairly and when asked if they are happy to go to this school. Student responses were above the state mean in all indicators.

External surveys of parents indicate a high satisfaction that their child is safe at this school (above the state mean) and that they are treated fairly. Parents also report high satisfaction with the behaviour of students and school discipline (above the state mean).

Involving parents in their child's education.

The partnership with parents is regarded as a vital component of successful student learning at Longreach State School. Active parent participation in classroom and extra curricula programs supports and maintains well established school-community relationships. This is reflected in the positive parent feedback received through the 2008 Parent Opinion survey.

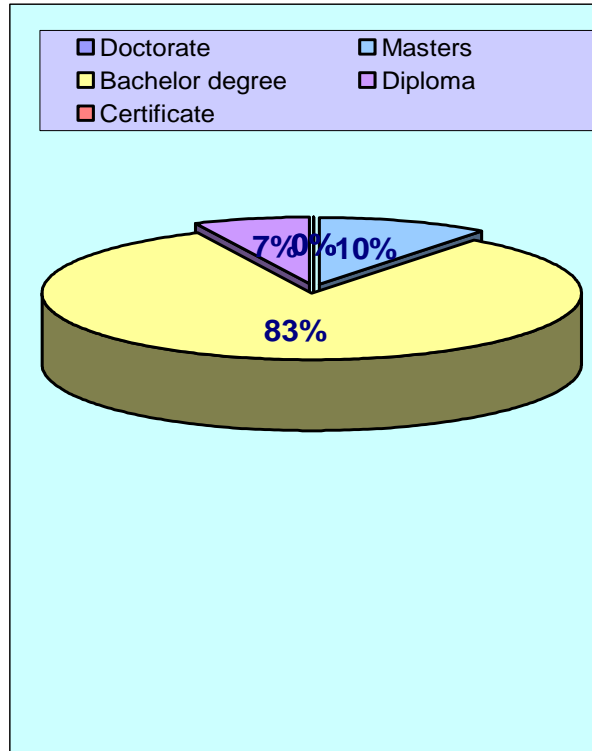
Parents are involved in the following ways:

- Daily home reading and homework programs
- Weekly progress Reports, Semester Reports and Interviews
- Daily classroom reading programs, art activities and other events
- Extra curricula programs including coach/managers of sporting teams and concert band participation
- Tuck-shop and other fundraising activities
- P&C and consultative committees as needed
- Regular attendance at school parades
- Maintenance of reading resources
- Attendance at Focused Parent information sessions

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	24
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$6539.

The major professional development initiatives are as follows:

- Team meetings
- Collaborative planning Days
- School and District based Mathematics and Spelling program writing, Science program writing
- Qld Environmentally Sustainable Schools Initiative (QESSI) training and program development
- Gifted and Talented Education Queensland QCAR
- Crossing Cultures Training
- QSITE
- EAP Validation training

The involvement of the teaching staff in professional development activities during 2008 was 94%.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 98% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 77% of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 94%.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	372	482	511
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 88%	91%	93%
Writing	Average score for the school	380	479	505
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 90%	93%	79%
Spelling	Average score for the school	372	468	525
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 90%	93%	93%
Grammar and Punctuation	Average score for the school	358	488	496
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 72%	98%	86%
Numeracy	Average score for the school	342	457	512
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 86%	98%	96%

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	78%
Writing	81%
Number	78%

Performance of our students

Value added

Our whole school focussed Literacy Blocks, intervention, tracking processes and team approach to Literacy and Numeracy pedagogy has attributed to maintaining and improving student achievement, especially in whole school writing. We intend to continue to focus strong levels of intervention toward specific class groups in reading. This focussed intervention will be provided to students by class teachers and teacher aides who are supported and mentored by specialist teachers including Learning Support, Head of Curriculum, Team Leaders and other support personnel including Guidance Officer and Speech Language Pathologists.

Parent, student and teacher satisfaction with the school

External surveys of students and parents in 2008 indicate a high to very high satisfaction that this is a good school and that students are getting a good education.

External surveys of staff in 2008 indicate a positive response that they are enthusiastic about their work, the school gives them opportunities to improve their skills and they are confident of being able to do what is expected in their role.