

Longreach State School

Queensland State School Reporting

2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Queensland schools annually publish information to parents about student and school performance. This document contains important information about our school's journey in 2013. The report is available on the school website and by hard copy at the school office (by request).

To ensure that each student receives the best education possible we highly value parent participation and involvement. In 2013 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 NAPLAN tests.

School progress towards its goals in 2013

Longreach State School 2013 Annual Implementation Plan had 3 focus areas for school improvement:

1. QCAR+ - implementation of the Australian Curriculum in History and improvement in literacy and numeracy across all year levels.
2. High Quality Teachers – developing a Pedagogical Framework with a school wide pedagogy focus through Pedagogy in Practice.
3. eLearning – implementation of 2013 ICT Action Plan.

Significant progress was made toward the implementation and embedding of these strategic directions as evidenced through the 2013 Quadrennial School Review and contributed to the improvement of student learning outcomes in the areas of literacy and numeracy.

Future outlook

Longreach State School Strategic Priorities for 2014 are based on the 2014-2017 Strategic Plan. Our ongoing focus will be to improve literacy and numeracy across the whole school. The teaching of literacy and numeracy will be strengthened through a continuing emphasis on explicit teaching practices. Strategic Priorities for 2014 are:

Core Priorities: Writing, Reading, Numeracy, Science, Retention, Attainment, Transition, Attendance and Closing the Gap.

School Priorities: ACARA Implementation, High Quality Teachers and creation of a Sub-School Identify for early primary, middle primary and upper primary.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013: **Preschool - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	341	174	167	95%
2012	312	143	169	86%
2013	298	132	166	89%

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

Characteristics of the student body:

Longreach State School is a rural school with 15% indigenous enrolment. Enrolment decline in 2013 is consistent with changing community context.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	25	24	25
Year 4 – Year 7 Primary	25	26	23

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	6	2	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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 a range of standardised tests for reading and spelling, as well as NAPLAN achievement data.

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.

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 Information and Communication Technologies are used to assist learning

Information and Communication Technologies are used by teachers as a tool to assist learning in the classroom. A range of teaching and learning units utilise ICT for delivery and require students to assess a range of technologies for assessment.

Selected year 5 students have participated in online learning through Project 600.

Computers are located in every classroom in addition to an e-learning centre, resource centre computer lab and three (3) student computer labs.

iPads are used across the school to support differentiated learning for students with disabilities as well as for individualised and small group learning within classrooms.

Information Communication Technology program outlines the required levels of student competency for each year level.

ICTS have been extended to include an interactive whiteboard in every classroom supported by focused Professional Development to enhance teacher use for improved student learning outcomes.

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.

Student behaviour presents as highly self-disciplined and respectful. Bullying is addressed proactively with a whole school focus on building an understanding of bystander behaviour. Pastoral Care programs include weekly religious education classes delivered in an ecumenical format and enhanced by a weekly breakfast program conducted by a local church group with funding support from local businesses.

Student-Teacher relationships are positive and engaging. Students wear their uniforms with pride and demonstrate a strong "school spirit" culture.

Our school grounds and facilities are well maintained and inviting.

Parent, student and staff satisfaction with the school

External surveys of parents indicate a very high satisfaction with the behaviour of students and school discipline, that their child is safe at this school and that they are treated fairly. Parents also report very high satisfaction that the school looks for ways to improve and that the school is well maintained.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	96%
this is a good school (S2035)	100%	96%
their child likes being at this school* (S2001)	97%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	88%
their child is making good progress at this school* (S2004)	94%	92%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	96%
teachers at this school motivate their child to learn* (S2007)	94%	96%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%
this school works with them to support their child's learning* (S2010)	97%	92%
this school takes parents' opinions seriously* (S2011)	86%	92%
student behaviour is well managed at this school* (S2012)	93%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	97%	100%

Our school at a glance

External surveys of students indicate very high satisfaction that teachers motivate them to learn, teachers expect them to do their best, teachers provide them with useful feedback about their school work and the school gives them opportunities to do interesting things. Like parents they strongly agree this school looks for ways to improve.

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	95%
they like being at their school* (S2036)	88%	95%
they feel safe at their school* (S2037)	92%	91%
their teachers motivate them to learn* (S2038)	98%	98%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%
teachers treat students fairly at their school* (S2041)	85%	84%
they can talk to their teachers about their concerns* (S2042)	90%	84%
their school takes students' opinions seriously* (S2043)	90%	93%
student behaviour is well managed at their school* (S2044)	93%	91%
their school looks for ways to improve* (S2045)	100%	98%
their school is well maintained* (S2046)	97%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	98%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	84%
they feel that their school is a safe place in which to work (S2070)	96%
they receive useful feedback about their work at their school (S2071)	92%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	92%
staff are well supported at their school (S2075)	88%
their school takes staff opinions seriously (S2076)	88%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	88%

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

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.

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.

Parents are involved in the following ways:

Daily home reading and homework programs

Weekly Progress Reports, Semester Reports and interviews

Daily classroom reading programs, activities and other events

Extra curricula programs including coach/managers of sporting teams and concert band participation

Tuckshop 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

Reducing the school's environmental footprint

Increased electricity usage between 2012-2013 is indicative of increased costs associated with the increase in commercial charges.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	176,083	19,483
2011-2012	181,252	19,358
2012-2013	194,563	19,820

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

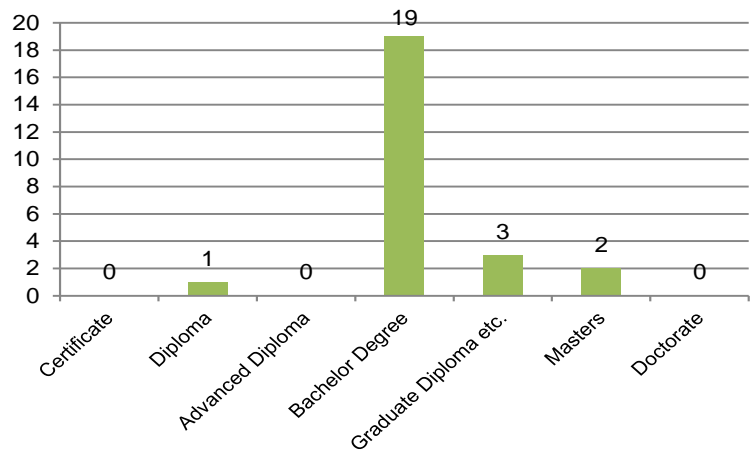
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	25	16	0
Full-time equivalents	24	13	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.	3
Masters	2
Doctorate	0
Total	25



* 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

The total funds expended on teacher professional development in 2013 were \$12 752.92.

The major professional development initiatives are as follows:

Explicit Instruction – pedagogical enhancement

First Aide training and certification

On-line training for Student Protection, Code of Conduct, Inclusion, Students with Disabilities

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 73% of staff was retained by the school for the entire 2013 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 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.

Key student outcomes

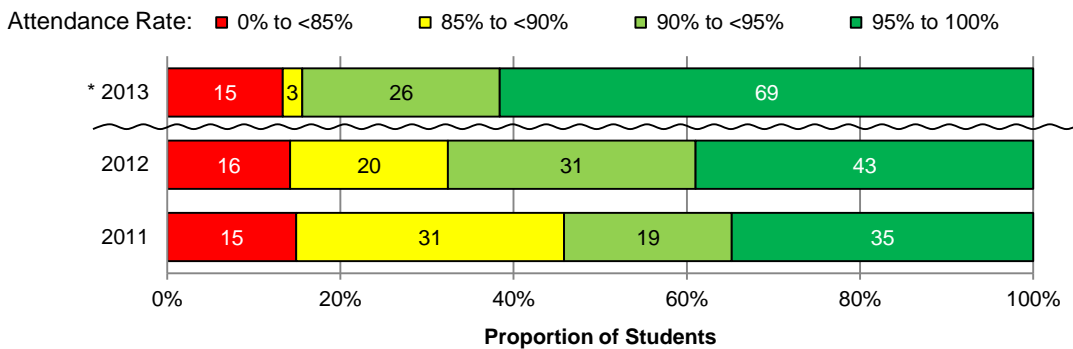
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011	89%	94%	93%	93%	93%	94%	90%					
2012	92%	89%	93%	95%	92%	93%	93%					
2013	91%	94%	90%	91%	91%	94%	92%					

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 from 2013 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 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.

Class rolls are marked at the beginning of morning session and afternoon session. When a student is absent for 3 days without explanation, a letter is sent to parents. A letter is included in school reports for students with 10 days or more absent in the semester.

Performance of our students

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, and 7 are available via the My School website at <http://www.myschool.edu.au/>.

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Achievement – Closing the Gap

Full and Part-Time Enrolments at August 2013:

Indigenous students	=	48
Non-Indigenous	=	250
Total	=	298

Student Attendance Rate Semester 1, 2013

Indigenous students	=	87.6%
Non-Indigenous	=	92.9%

Student Attendance <85%

Indigenous students	=	27.3%
All students	=	15%

In 2013 Longreach State School developed a whole school Closing The Gap Action Plan for literacy and numeracy. The Gap between indigenous and non-indigenous students Mean Scale School in year 3 and year 7 Numeracy is closing.

In 2014 a Closing The Gap Action Plan will be developed and implemented for Middle Years indigenous students focusing on literacy and numeracy, and attendance.

