

# Longreach State School

## Queensland State School Reporting

### 2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	The Principal (Mrs Vicki Rayner)

## 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 2014. 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 2014 this was most evident through a range of highly successful fundraising support and other parent/community participation.

### School progress towards its goals in 2014

Longreach State School made progress against all 2014 Annual Implementation Plan priorities:

AIP PRIORITY AREA	PROGRESS
Writing	5 week "On Demand" writing implemented across the whole school with data tracked to inform action planning for differentiation
Reading	<ul style="list-style-type: none"> <li>GRG "High 5" Reading implemented</li> <li>Project 600 Reading implemented</li> </ul>
Numeracy	Limited implementation – Focus for 2015 AIP and Master Teacher role
Science	Formed part of Professional Learning and Collaborative Practice Plan
Retention	Student retention declined in parallel with changing community context.
Attainment	Students' academic grading for Achievement tracked and monitored to inform action planning for differentiation (intervention and extension)
Transition	Kindergarten Partnership Program and Flying Start Program embedded to support student transitions
Attendance	Regularly promoted to parents through Parent Newsletter
Closing the Gap	Closing the Gap Reading Intervention implemented with targeted students
ACARA Implementation	Geography implemented and embedded within Explicit Instruction and Pedagogical Framework
High Quality Teachers	Instructional Leaders coached for performance combined with program of Data Discussions and Action Planning

### Future outlook

Longreach State School Strategic Priorities for 2015 are based on the 2014-2017 Strategic Plan. Our ongoing focus will be to continue improving 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 2015 are:

Core Priorities: Writing, Reading, Numeracy, Science, Retention, Attainment, Transition, Attendance and Closing the Gap.  
 School Priorities: ACARA Implementation "The Arts" and HPE, and High Quality Teachers through a Master Teacher to lead professional learning and capacity building.

## Our school at a glance

### School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014: **Early Childhood - Year 7**

### Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	312	143	169	86%
2013	298	132	166	89%
2014	262	121	141	89%

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

### Characteristics of the student body:

Longreach state School is a rural schools with 11% indigenous enrolment. Enrolment decline in 2014 is consistent with changing community context.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	25	25
Year 4 – Year 7 Primary	26	23	30

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	3	10
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> 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

Our distinctive curriculum offerings include:

- 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 a Technology Food program delivered in a purpose built facility.
- Individual student progress is tracked against a range of standardised tests for reading and spelling, 5 week on demand writing, as well as NAPLAN achievement data.
- A Middle Years (3-7) camping program supports the personal growth and independence of students.
- A Year 6-7 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 very 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 business.

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

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	96%	100%
this is a good school (S2035)	100%	96%	94%
their child likes being at this school* (S2001)	97%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	88%	100%
their child is making good progress at this school* (S2004)	94%	92%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	96%	94%
teachers at this school motivate their child to learn* (S2007)	94%	96%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	100%
this school works with them to support their child's learning* (S2010)	97%	92%	100%
this school takes parents' opinions seriously* (S2011)	86%	92%	94%
student behaviour is well managed at this school* (S2012)	93%	100%	89%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	97%	100%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	95%	94%
they like being at their school* (S2036)	88%	95%	96%
they feel safe at their school* (S2037)	92%	91%	93%
their teachers motivate them to learn* (S2038)	98%	98%	99%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	99%
teachers treat students fairly at their school* (S2041)	85%	84%	90%
they can talk to their teachers about their concerns* (S2042)	90%	84%	89%
their school takes students' opinions seriously* (S2043)	90%	93%	94%
student behaviour is well managed at their school* (S2044)	93%	91%	93%
their school looks for ways to improve* (S2045)	100%	98%	96%
their school is well maintained* (S2046)	97%	100%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	99%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		84%	81%
they feel that their school is a safe place in which to work (S2070)		96%	94%
they receive useful feedback about their work at their school (S2071)		92%	88%
students are encouraged to do their best at their school (S2072)		96%	88%
students are treated fairly at their school (S2073)		96%	88%
student behaviour is well managed at their school (S2074)		92%	88%
staff are well supported at their school (S2075)		88%	69%
their school takes staff opinions seriously (S2076)		88%	75%
their school looks for ways to improve (S2077)		96%	94%
their school is well maintained (S2078)		96%	94%
their school gives them opportunities to do interesting things (S2079)		88%	75%

\* 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

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

Amount recorded for Water KL is inaccurate. A data entry error revealed that a meter reading (125578) was recorded rather than metered usage (8489). The total usage for the 2013-2014 period = 22731.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	181,252	19,358
2012-2013	194,563	19,820
2013-2014	181,175	139,389

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.

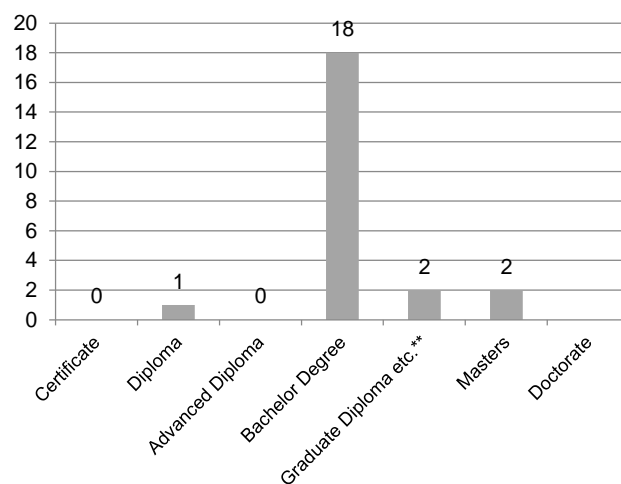
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	23	17	<5
Full-time equivalents	21	13	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.**	2
Masters	2
Doctorate	
<b>Total</b>	<b>23</b>



\*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 2014 were \$24392.60

The major professional development initiatives are as follows:

Explicit Instruction – pedagogical enhancement

Seven Steps for Writing

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 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 86% 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).	92%	92%	92%

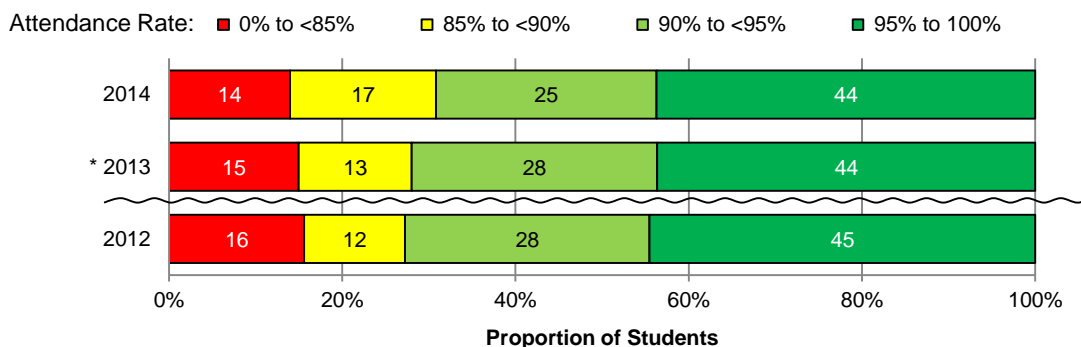
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	92%	89%	93%	95%	92%	93%	93%					
2013	91%	94%	90%	91%	91%	94%	92%					
2014	93%	91%	94%	90%	91%	92%	95%					

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.

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.

## 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/>.

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## Achievement – Closing the Gap

Full and Part-Time Enrolments at August 2014:

Indigenous students =	28
Non-Indigenous	= 234
Total	= 262

Student Attendance Rate Semester 1, 2014

Indigenous students =	84%
Non-Indigenous	= 92.9%

Student Attendance <85%

Indigenous students =	15%
Non-Indigenous	= 24%

In 2014 Longreach State School implemented 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 2015 a Closing The Gap Action Plan will be developed and implemented for indigenous students focusing on literacy and numeracy, and attendance.