

Queensland State School Reporting – 2011

Longreach State School (0711)



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|----------------|--|
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| Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site . |
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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 2011. 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 2011 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 Year 2 Net and NAPLAN tests.

School progress towards its goals in 2011

Longreach State School 2011 Operational Plan had 3 focus areas for school improvement:

1. QCAR+ - implementation of QLD Curriculum Assessment Reporting Framework and transition towards the implementation of the National Curriculum
2. High Quality Teachers - Developing Teacher Performance to create a team of highly effective teachers.
3. eLearning – Enhanced ICT cross curricular student learning combined with enhanced teacher practice, infrastructure and resources.

Significant progress was made toward the implementation and embedding of these strategic directions as evidenced through the 2011 internal school monitoring process. Each area contributed to the improvement of student learning outcomes in the areas of literacy and numeracy through enhanced curriculum, highly effective teachers, and improved ICT facilities for students.

Future outlook

Longreach State School Strategic Priorities for 2010 – 2012 are based on the 2009 Triennial School Review. They are:

QCAR+ Curriculum unit development will incorporate future ACARA curriculum directions so that Longreach State School curriculum aligns with National curriculum priorities

High Quality Teachers – Focusing teacher development around classroom teaching competencies to improve student literacy and numeracy outcomes

e-Learning – Enhancing student e-learning so that students have the opportunity to engage in a 21st century learning environment.

Our ongoing focus is to improve literacy and numeracy across the whole school. The teaching of literacy will be strengthened through a greater emphasis on collaborative planning and intensive teaching practices. In addition, individualised learning goals for all students will be tracked and monitored to determine progress toward literacy targets.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2011 – Nov 2011) |
|-----------------|-------|------|--|
| 341 | 174 | 167 | 95% |

Characteristics of the student body:

Longreach State School is a rural school with 14% indigenous enrolment.

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

| Phase | Average Class Size |
|------------------|--------------------|
| Prep – Year 3 | 25.1 |
| Year 4 – Year 10 | 24.8 |
| All Classes | 25 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 6 |
| Long Suspensions - 6 to 20 days | 0 |
| Exclusions | 0 |
| Cancellations of Enrolment | 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 essential learnings, Year 2 Net and 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.

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

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.

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.

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 teacher satisfaction with the school

External surveys of students indicate satisfaction with how well they are learning at school, the activities they do in the classroom, what they are learning, that the teacher helps them to do their best, and that they are happy to go to this school.

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

External surveys of staff indicate high satisfaction with the physical work environment, relationships, school operations and staff morale.

| Performance measure | Result 2011 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 87% |
| Percentage of students satisfied that they are getting a good education at school | 77% |
| Percentage of parents/caregivers satisfied with their child's school | 87% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 78% |
| Percentage of staff members satisfied with morale in the school | 90% |

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, 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

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

As a QESSI (Qld Environmentally Sustainable School Initiative) school focused curriculum learning activities have been incorporated into classroom teaching programs with a focus on water, energy, waste and biodiversity.

Environmental footprint indicators, 2010-2011

| | Electricity KwH | Water KL |
|------------------|--------------------|-------------|
| 2011 | 176,083 | 19,483 |
| 2010 | 127,342 | 14,354 |
| % change 10 - 11 | 38% | 36% |

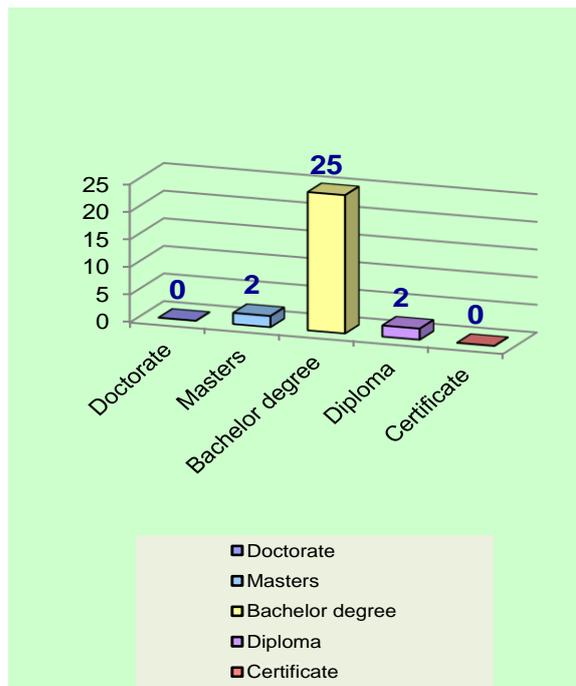
Our staff profile

Staff composition, including Indigenous staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 29 | 18 | 0 |
| Full-time equivalents | 28 | 13 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 2 |
| Bachelor degree | 25 |
| Diploma | 2 |
| Certificate | 0 |



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$11,309.97.

The major professional development initiatives were as follows:

Literacy and numeracy enhancement linked to Early Years and Middle Years – specifically PM writing

Coaching and mentoring for peer feedback on pedagogical practice

All teaching staff engaged with ICTs specifically Interactive Whiteboard technologies

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 98% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% 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.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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%.

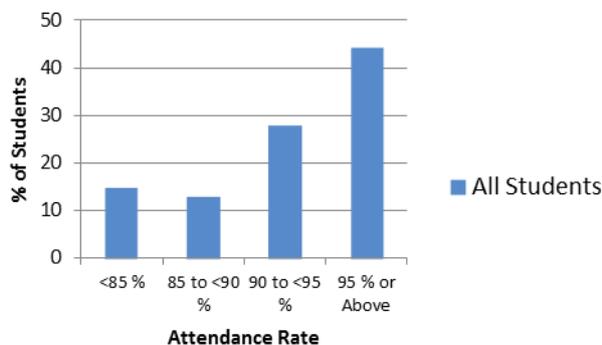
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 89% | 94% | 93% | 93% | 93% | 94% | 90% | | | | | |

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.

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. From 2012, 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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Performance of our students

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Achievement – Closing the Gap

Full and Part-Time Enrolments at August 2011:

| | | |
|---------------------|---|-----|
| Indigenous students | = | 48 |
| Non-Indigenous | = | 292 |
| Total | = | 341 |

Student Attendance Rate Semester 1, 2011

| | | |
|---------------------|---|-------|
| Indigenous students | = | 87.5% |
| Non-Indigenous | = | 92.8% |

Student Attendance <85%

| | | |
|---------------------|---|----|
| Indigenous students | = | 15 |
| Non-Indigenous | = | 34 |

2012 Longreach State School developed and implemented an Early Years Closing the Gap Action Plan aimed at improving literacy and numeracy achievement of indigenous students. This will be extended to Middle Years in 2013.

2012 data indicates that reading is below the National Mean, but similar to State Schools and Like Schools. 2013 school improvement agenda will continue to focus on reading.

2012 data indicates that numeracy is below the National Mean, but similar to State Schools and Like Schools. 2013 school improvement agenda will include numeracy with a particular focus on number facts and problem solving.