

# Longreach State School

## Queensland State School Reporting

### 2015 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 2015. 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 2015 this was most evident through a range of highly successful fundraising support and other parent/community participation.

### School progress towards its goals in 2015

Longreach State School made progress against all 2015 Annual Implementation Plan priorities:

AIP PRIORITY AREA	PROGRESS
Writing	The explicit teaching of writing has been embedded through a 5 week "On Demand" writing cycle with data tracked across the whole school to inform action planning for differentiation.
Reading	The explicit teaching of reading has been embedded in daily Literacy Blocks <ul style="list-style-type: none"> <li>GRG "High 5" Reading extended based on success data from 2014</li> </ul>
Numeracy	Master Teacher role implemented with a focus on research based use of Concrete-Representational-Abstract model for teaching mathematical concepts
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 embedded to support student transitions into Prep
Attendance	Regularly promoted to parents through Parent Newsletter and Weekly Reports
Closing the Gap	Closing the Gap Reading Intervention implemented with targeted students
ACARA Implementation	HPE 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 2016 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 2016 are:

Core Priorities: Writing, Reading, Numeracy, Science, Retention, Attainment, Transition, Attendance and Closing the Gap.  
 School Priorities: ACARA Implementation C2C Languages (French), and High Quality Teachers through a Master Teacher and Lead Teacher professional learning and capacity building approach.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	298	132	166	48	89%
2014	262	121	141	28	89%
2015	225	104	121	20	88%

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

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Longreach State School is a rural school with 11% indigenous enrolment. Enrolment decline in 2015 is consistent with changing community context.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	25	25
Year 4 – Year 7 Primary	23	30	28

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	10	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

Our distinctive curriculum offerings include:

- Learning programs tailored to meet the developmental learning stage of early years students, upper primary students, and students with disabilities.
- An innovative Upper Primary 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, NCR mathematics as well as NAPLAN achievement data.
- An Upper Primary (3-6) camping program supports the personal growth and independence of students.
- A Year 6 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:

- Upper Primary Sports Development program
- Instrumental Music program with access to school and Central West Concert Bands
- Whole School Choir
- Participation in district competitions for Poetry and Art
- Upper Primary Interest Groups (eg Sport, Art/Craft, Chess Club)

### How Information and Communication Technologies are used to improve 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.
- 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 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:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	100%	100%
this is a good school (S2035)	96%	94%	100%
their child likes being at this school (S2001)	100%	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)	88%	100%	100%
their child is making good progress at this school (S2004)	92%	94%	100%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	94%	100%
teachers at this school motivate their child to learn (S2007)	96%	100%	100%
teachers at this school treat students fairly (S2008)	100%	83%	100%
they can talk to their child's teachers about their concerns (S2009)	96%	100%	100%
this school works with them to support their child's learning (S2010)	92%	100%	100%
this school takes parents' opinions seriously (S2011)	92%	94%	88%
student behaviour is well managed at this school (S2012)	100%	89%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	94%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	94%	97%
they like being at their school (S2036)	95%	96%	94%
they feel safe at their school (S2037)	91%	93%	93%
their teachers motivate them to learn (S2038)	98%	99%	98%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	99%	99%
teachers treat students fairly at their school (S2041)	84%	90%	97%
they can talk to their teachers about their concerns (S2042)	84%	89%	88%
their school takes students' opinions seriously (S2043)	93%	94%	88%
student behaviour is well managed at their school (S2044)	91%	93%	88%
their school looks for ways to improve (S2045)	98%	96%	97%
their school is well maintained (S2046)	100%	94%	98%
their school gives them opportunities to do interesting things (S2047)	98%	99%	99%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	84%	81%	86%
they feel that their school is a safe place in which to work (S2070)	96%	94%	95%
they receive useful feedback about their work at their school (S2071)	92%	88%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	82%	91%
students are encouraged to do their best at their school (S2072)	96%	88%	95%
students are treated fairly at their school (S2073)	96%	88%	86%
student behaviour is well managed at their school (S2074)	92%	88%	90%
staff are well supported at their school (S2075)	88%	69%	71%
their school takes staff opinions seriously (S2076)	88%	75%	65%
their school looks for ways to improve (S2077)	96%	94%	90%
their school is well maintained (S2078)	96%	94%	95%
their school gives them opportunities to do interesting things (S2079)	88%	75%	86%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

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
- 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

Parents consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at Longreach state School include:

- Case management through Social Justice committee
- Parent meetings to:
  - outline adjustments and support proposals
  - endorse procedures including ICPs, NAPLAN adjustments and classroom modifications
  - review programs in line with reporting cycle

## Reducing the school's environmental footprint

The 2013-2014 data error shows that the 2014-2015 data has been recorded correctly and also indicates successful water conservation.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	194,563	19,820
2013-2014	181,175	139,389
2014-2015	178,495	16,534

\*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.

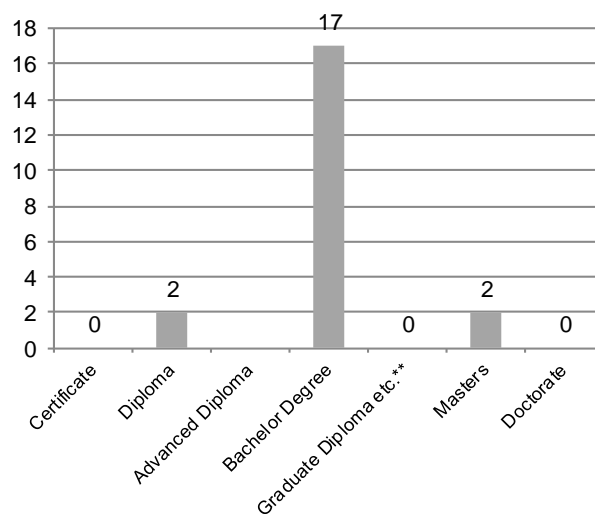
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	19	<5
Full-time equivalents	19	14	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	
Bachelor Degree	17
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
<b>Total</b>	<b>21</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 2015 were \$15,074.

The major professional development initiatives are as follows:

Explicit Instruction – pedagogical enhancement with collegiate mentoring/coaching

Words their Way Spelling

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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

### Proportion of staff retained from the previous school year

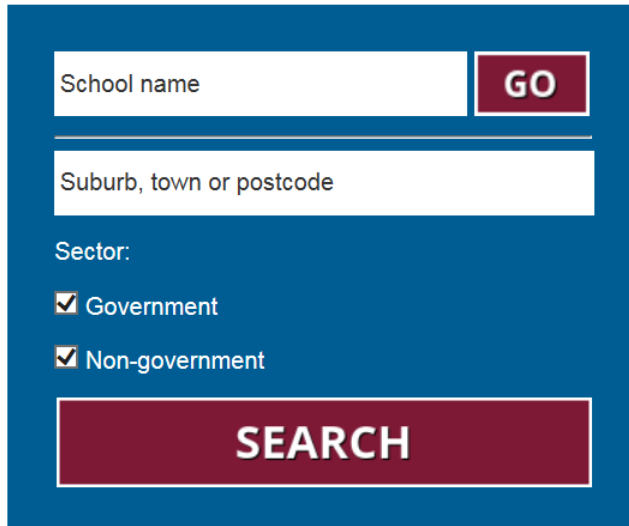
From the end of the previous school year, 65% of staff was retained by the school for the entire 2015 school year.

## 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



The image shows a search form with a blue background. It contains the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH".

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	84%	90%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

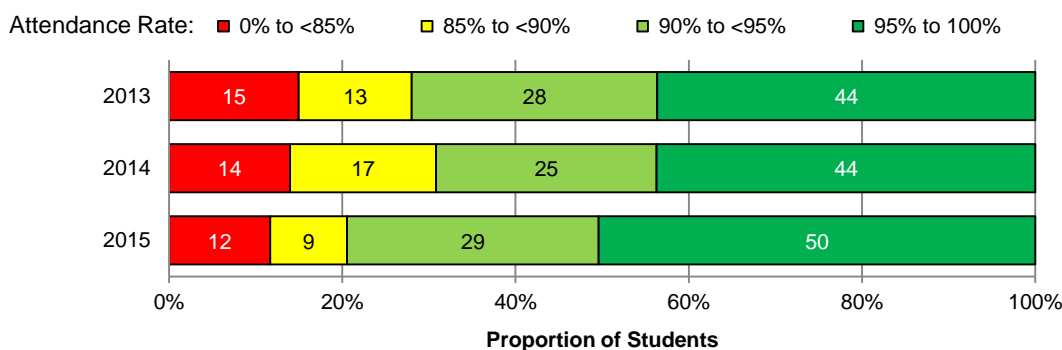
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	91%	94%	90%	91%	91%	94%	92%					
2014	91%	93%	91%	94%	90%	91%	92%	95%					
2015	93%	92%	95%	93%	94%	94%	93%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### 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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

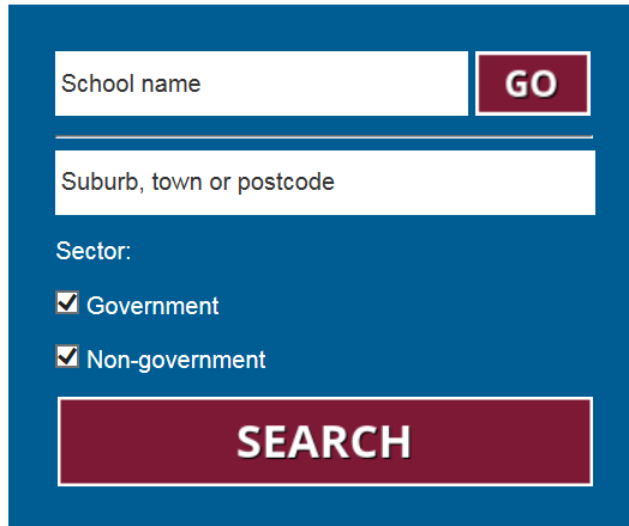
Class rolls are marked at the beginning of morning session and afternoon session. All unexplained absences at morning roll marking are followed up with a phone call to parents. If a parent is non-contactable and the absence is without explanation for 3 days, a letter is sent to parents. A letter is included in school reports for students with 5 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/>.

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.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.