

Logan Reserve State School Queensland State School Reporting 2015 School Annual Report



Postal address	369 School Road Logan Reserve 4133
Phone	(07) 3489 5444
Fax	(07) 3803 0026
Email	principal@loganreservess.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Penny Eising - Principal

Principal's foreword

Introduction

This report provides a brief snapshot of the activity of Logan Reserve State School throughout 2015. Whilst it details some of the highlights and achievements of our school community, such a document cannot really do justice to the efforts of our students, staff and parents, who continue to strive in making this, school the great school that it is.

Logan Reserve State School is set on a leafy green site with lovely attractive grounds only a few minutes from busy suburbia. It is characterized by a real country feel, which permeates a calm, warm and caring school environment. The school is currently undertaking a period of growth due to the development of new estates close to the school.

Our efforts as a school focus on the basic literacy and numeracy skills of every student aiming to meet the school targets of the National average for its students. This report gives an overview of our progress.

School progress towards its goals in 2015

Logan Reserve State School was focused on a very explicit improvement agenda which has seen:-

** Educational expertise in the teaching of literacy and numeracy through a literacy squad with a particular focus on using QAR in reading and quided reading being conducted three times a week in*

small groups from Prep through to Year 6. The numeracy squad had the explicit focus of STAR in mathematics problem solving;

- * Improvements in achievement for all children in literacy and numeracy;
- * Continued focus on Positive Behaviour Support to include goal setting for behaviour;
- * Continued implementation and review whole school programs to maintain consistency, coverage and moderation using the National Curriculum;
- * Developing 21st century learning for 21st century students through the use of Ipads for Prep;
- * Implementing 5 weekly cycles, examining student data in writing, reading and mathematics identifying goals and strategies in student learning;
- * Every teacher provided with assessment support time to conduct one on one assessments with every student in reading.

Future outlook

Our goals in 2016 will continue the narrow and deep focus on the strategic objectives:-

- * The continued implementation of the Australian Curriculum
- * Embrace and empower the teaching of the Australian curriculum with the aim of consistency for classroom practice and high expectations against achievement standards through our school based programs;
- * Continued focus on classrooms for learning through Positive Behaviour for Learning support;
- * A comprehensive, transparent and focussed Guarantee Results to improve the reading results of every student;
- * Consolidation of One-School as the operational environment for school data.

From these strategic objectives our key goals for 2016 were identified as:-

- * *Reading – improving every child’s comprehension by 1 year through 1 years teaching;*
- * *Consistent guided reading practice by every teacher and teacher aide;*
- * *Improving spelling and knowledge of spelling rules including the explicit teaching of grammar;*
- * *Mathematics – school wide use of problem solving explicit teaching of STAR. Most children being able to describe the STAR strategy. Continued work with mathematics assessment and problem solving continuation;*

The continued use of the Focussed Learning Ladder to reinforce learning in every classroom;

- * *School - based programs specifically detailing what is to be taught in each year level in English and Mathematics*

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	396	202	194	31	96%
2014	407	202	205	28	92%
2015	417	203	214	33	96%

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

*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.

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:

Logan Reserve State School is a fairly homogenous school. It is like a country school within minutes from suburbia. Many families travel to the school from out of the school’s catchment because of this uniqueness and the school’s wonderful reputation. Less than 5% of our students identify as indigenous. The number of students remain in the early 400’s. Classes are organised around year levels with multi-ages created around enrolments.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	22	22
Year 4 – Year 7 Primary	25	24	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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	4	11	3
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

The curriculum offered at our school is based on the eight key learning areas (KLA's) that have been developed and implemented in Queensland and Australian schools.

The KLAs are:

- * English - National Curriculum
- * Mathematics - National Curriculum
- * Science - National Curriculum
- * History
- * Technology
- * The Arts (Including music)
- * Health and Physical Education

Language others than English (L.O.T.E.) At Logan Reserve the children learn German in Years 5 and 6

Our distinctive curriculum offerings

- * Smart boards in every classroom to enhance teaching and learning
 - * Whole school celebrations - Australia Day, Book Week, Anzac Day, Naidoc Week
 - * Literacy and numeracy squad from Prep - Year 6
 - * Swimming program for Prep to year 4
 - * Surf school for Years 5 and 6
 - * Science Specialists from Prep to Year 6
 - * SEP program catering for students with disabilities through personalised learning adjustments.
-

Extra curricula activities

- * *Club Afternoon Years 3 to 6*
- * *Instrumental Music*
- * *School Choir*
- * *AFL after school clinics*
- * *Year 5/6 Day Camps*
- * *Class Excursions*
- * *Special school events – Art Show, Athletics Carnival, Book Week Celebrations, Celebration of the school's 150th year*
- * *School Chaplain*
- * *Student leadership program for Year 6*

How Information and Communication Technologies are used to improve learning

There are over 120 computers in the school including a computer lab of 27 computers. Twenty interactive whiteboards allow every teacher to have a smart board in their classroom. The internet (including wireless) is used in every classroom. Sixteen digital cameras are used throughout the school. Sets of 10 laptops are available to the children from years 4 to 6. A technical Officer is employed to maintain ICT service. Every Prep class has a set of Ipads where Jolly Phonics and other curriculum focussed apps are used.

Social Climate

Logan Reserve State School caters for children from many and varied backgrounds and ability levels. A large number of children travel to our school and reside outside of our catchment area. Logan Reserve School has a small country school atmosphere, which is very evident and appealing to the families who attend. Our school provides a number of services and strategies for the well-being for our students.

** Our school rules: to be a Learner; be Respectful to self, others and environment; to be Safe and Strive to do our best have greatly improved understandings about learning behaviour together with the use of explicit success criteria for behaviour levels. A small number of students cause issues around bullying and the school continues to focus on the teaching of respectful behaviour. Focus weeks are used to highlight bullying and living in harmony with*

each other. The school is also a Positive Behaviour for Learning School. The implementation of the principles of this support program has made significant positive difference to the climate of the school – calm and respectful and a large decrease in physical issues. Weekly focus lessons respond to behaviour data within the school as well as the teaching of positive behaviours as part of weekly lessons. We are also a Kids Matter school where we focus on the well-being of our students. Again weekly lessons focus on students well – being. The following roles support student welfare:-

- * SEP program
- * Guidance Officer
- * Behaviour Advisory Teacher
- * PBL team
- * Chaplain
- * Kids matter - well-being journal

We have a strong belief that teachers and parents need to work together in a partnership to fulfil the best educational outcomes for its students. Both parents and students have identified that a large number of students and parents believe the school to be a safe place for students.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	86%	84%
this is a good school (S2035)	96%	94%	93%
their child likes being at this school (S2001)	93%	91%	95%
their child feels safe at this school (S2002)	93%	97%	95%
their child's learning needs are being met at this school (S2003)	93%	86%	79%
their child is making good progress at this school (S2004)	93%	85%	79%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	86%	82%	88%
teachers at this school motivate their child to learn (S2007)	96%	84%	88%
teachers at this school treat students fairly (S2008)	92%	88%	86%
they can talk to their child's teachers about their concerns (S2009)	89%	92%	95%
this school works with them to support their child's learning (S2010)	89%	78%	84%
this school takes parents' opinions seriously (S2011)	82%	77%	79%
student behaviour is well managed at this school (S2012)	93%	74%	89%
this school looks for ways to improve (S2013)	96%	92%	95%
this school is well maintained (S2014)	93%	95%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	89%	96%
they like being at their school (S2036)	89%	91%	93%
they feel safe at their school (S2037)	91%	86%	89%
their teachers motivate them to learn (S2038)	94%	94%	97%
their teachers expect them to do their best (S2039)	99%	98%	97%
their teachers provide them with useful feedback about their school work (S2040)	96%	93%	93%
teachers treat students fairly at their school (S2041)	91%	86%	88%
they can talk to their teachers about their concerns (S2042)	88%	88%	96%
their school takes students' opinions seriously (S2043)	89%	86%	88%
student behaviour is well managed at their school (S2044)	90%	83%	84%
their school looks for ways to improve (S2045)	98%	92%	97%
their school is well maintained (S2046)	97%	90%	94%
their school gives them opportunities to do interesting things (S2047)	94%	89%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	95%
they feel that their school is a safe place in which to work (S2070)	100%	97%	95%
they receive useful feedback about their work at their school (S2071)	93%	85%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	95%	97%	98%
student behaviour is well managed at their school (S2074)	95%	100%	98%
staff are well supported at their school (S2075)	98%	94%	95%
their school takes staff opinions seriously (S2076)	95%	94%	95%
their school looks for ways to improve (S2077)	100%	97%	98%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	91%	95%

'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

Logan Reserve has an open door policy where teachers are happy to meet with parents at a mutually convenient time and parents are invited to be part of their child's education. School Strategies used to involve parents in their child's education include:

** School newsletter and website*

- * Weekly assemblies where over each term a class shares an item celebrating the learning in the class.
- * Parent teacher interviews each semester
- * Parent information sessions at the beginning of each school year
- * Communication books
- * Behaviour – Gotcha Books
- * Individual Behaviour Plans
- * Parents and Citizens monthly meetings
- * Tuckshop volunteers
- * Parent helpers in classrooms in particular listening to children read through our home reading program
- * Sport Days
- * Parental input through surveying around Annual Implementation Planning
- * Celebration Events – ANZAC Day, Remembrance Day, Book week; Aussie Day;, Sports Days
- * Information Sessions for new parents into Prep
- * P&C – the school has a very active and supportive P&C which meets once per month.

Reducing the school's environmental footprint

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

The school maintains a significant water system with the individual UV filters and charcoal and sand filters on every water tank. The school's water supply is dependent on water tanks. A solar grid has been connected to help reduce power costs. Our groundsman is actively involved in checking lights and power sources are off when classes are not in their rooms. A school policy on the use of air-conditioning focuses on responsible usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	98,888	0
2013-2014	113,900	0
2014-2015	122,399	

*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.

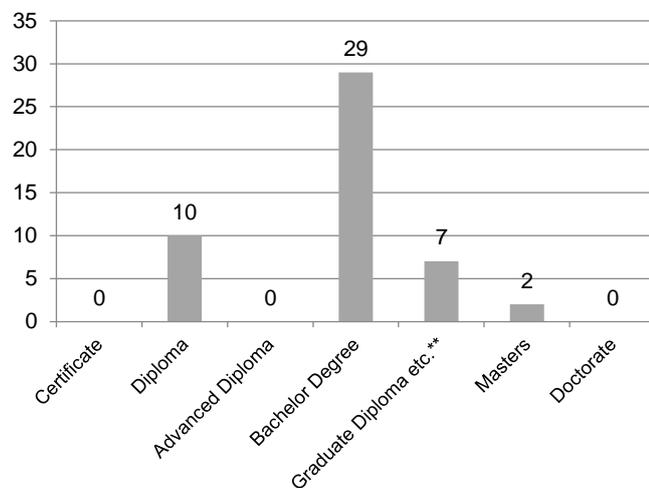
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	34	19	<5
Full-time equivalents	26	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	10
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.**	7
Masters	2
Doctorate	0
Total	48



*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 \$27 219

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- * English, Mathematics, Geography and History – National Curriculum
- * Science – Cutting edge science learning day – Science specialist
- * Logan Education Alliance Conference for all teachers and aides
- * PBL- Tier 2 training
- * Hearing impaired workshop – SEP teacher
- * Magic 100 sight words – teachers and aides
- * Maths – the 4 part lesson
- * Response to intervention – by Chris Webber – Principal and Deputy attended
- * First Aid course – all staff
- * Jolly phonics – lower school staff
- * Business Services Manager Conference – BSM
- * Seven Steps for Writing – all teachers and aides
- * PM benchmark Kits
- * Student protection, Code of Conduct, Asbestos, Asthma, Anaphylaxis and Diabetic training
- * Beginning teachers mentoring
- * Speech Language Development and programs
- * Functional Behavioural Analysis – Deputy Principal

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.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% 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

Sector:

Government

Non-government

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%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	92%

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%.

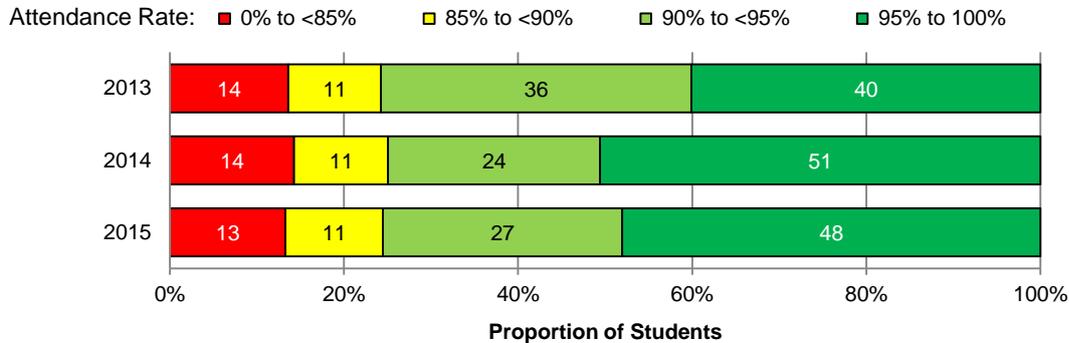
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	93%	92%	93%	93%	92%	89%	93%					
2014	94%	92%	94%	93%	93%	93%	91%	92%					
2015	93%	93%	93%	94%	93%	93%	92%						

*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.

Ongoing monitoring of student absences is undertaken. Absences are followed up by class teachers to ensure they are explained. The Deputy Principal meets with parents/carers of students where attendance is of concern to look at ways the school can support regular attendance of each child.

Rolls are marked twice per day on one school. Late arrivals and Early Departures are also recorded and monitored. Letters are also sent to those parents/carers where student absences are noticeable, regular or unexplained.

Gotchas and certificates are given to students who get 100% attendance. Also classes where the overall class attendance is above 95% receive gems for their class.

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.

Find a school

The image shows a search form titled "Find a school" on a blue background. It features a text input field labeled "School name" with a red "GO" button to its right. Below this is another text input field labeled "Suburb, town or postcode". Underneath the second field, the word "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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 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.