



Logan Reserve State School

ANNUAL REPORT 2017

Contact Information

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School Profile

Our Purpose

At Logan Reserve State School, our purpose is to provide a safe and caring environment focused on empowering students to achieve their best from their learning needs and goals. Logan Reserve exists for every student to be literate and numerate in a complex ever-changing world in which we live. We are a co-educational primary school with an enrolment management plan.

Context

Our context begins with our motto “Always Our Best”. This provides the context in which Logan Reserve exists. Logan Reserve School has a country feel set on the fringes of suburbia. The Logan Reserve area is currently undergoing significant change where large swathes of farming land are being sold, for suburban developments. The increase in enrolments will be a challenge over the next few years with the infrastructure to support the growth. The school will focus on upholding its good reputation both within and beyond the catchment.

The school is characterised by a most pleasant landscaped environment with classrooms – painted, carpeted and vinyl in modern vibrant colours. Smart boards are in every classroom. A beautiful hall and library, which includes a boardroom for meetings and teachers planning as well as a most inviting library collection, adorn the school property. Our science laboratory and our Science Specialist matches our priority for The Teaching of Science. Beautiful playgrounds and multi-purpose court together with the generous donation through the support of our P&C for table tennis tables and Lego table together with Lego blocks provide the children with an abundance of different activities to participate in during their lunch breaks.

Our focus is on a fully integrated school from Prep through to Year 6, characterised by our commitment to reading, writing, numeracy and science. Flexible teaching and learning environments, quality curriculum, productive pedagogies, authentic assessment and timely reporting further give the context for Logan Reserve. A networked learning community employs internal and external information and communication technologies. A supportive school environment where the Positive Behaviour for Learning provides clear expectations around behaviour to enable learning is a key focus as well as a focus on safe and respectful behaviour. Further to this is the school’s increasing focus on the well-being of staff and students.

Our school curriculum aims to use the latest in research to inform our teaching and learning. Our school community continually seeks to reflect on the performance of the school and the learning outcomes of its students. Logan Reserve is a school that engages in the unrelenting goal of the pursuit of excellence and to reflect on its performance. The school has a very strong commitment to professional development and all being lifelong learners.

Vision

<p>Our Vision for Logan Reserve is that of a community of Learners - staff, students and parents. It is characterised by</p> <p>Love of learning, Personalised learning Thinkers - deep, constructive and creative learning Personal responsibility for learning Variety of learning experiences to develop the whole child Powerful, professional learning teams, open to change and flexible Ongoing quality professional development - Life-long learners A strong, supportive mentoring program Active Researchers 21st century learning, educators and tools Curriculum programs benchmarked against world's best practice Results analysed with feedback for learning Stakeholders working together as partners in the education of our students Spirit of inquiry Sequences of learning developed Solvers of real life problems Learners who know and can do</p>	<p>Our Vision for Logan Reserve is that of a community that is Respectful – staff, students and parents. It is characterised by</p> <p>Respect for self Respect for others Respect for school rules Respect for the environment & property Respectful communication - how we speak ,what we say and understanding and tolerant of difference, Respectful regardless of socio economic background, religion, race, gender, disability and differences of opinion Climate based upon respect, resilience and responsibility</p>
<p>Our Vision for Logan Reserve is that of a community that is Safe – staff, students and parents. It is characterised by:-</p> <p>Sense of belonging - looking out for and after each other Safe behaviour- Keeping self and others safe Safe environments Safety training including health prevention e.g. asthma, anaphylaxis Duty of care including risk assessments - Policies and procedures about safe practice Balance in the lives of our students, staff and parents looking after our physical and mental health A sense of fun and enjoyment in the way we work together</p>	<p>Our Vision for Logan Reserve is that of a community that is Striving to do our best– staff, students and parents. It is characterised by:-</p> <p>Support for positive behaviour - PBL Passion for Teaching, every teacher using best practice Passion for Learning Enthusiasm, commitment, cooperation, perseverance Support for individuals – differentiation Every child achieving their best Good manners</p>



Principal's Foreword

Introduction

School Progress towards its goals in 2017

Our primary focus in 2017 was continuing to focus on improving the teaching of reading with a specific focus on phonics from Prep through to Year 6. This was achieved by:-

- Engaging a coach to provide all staff with instruction around the teaching of phonics;
- Initial professional development of the teaching of phonics using "Jolly Phonics" by an external coach in the teaching of phonics;
- Every teacher observing demonstration lessons each term by Phonics coach;
- Teachers developing their own expertise in the teaching of phonics;
- Curriculum Café - curriculum chat to promote professional discussions through shared readings and sharing of practice of Jolly phonics with a focus on software supporting the program;
- Students being able to explicitly demonstrate their knowledge of spelling choices including blending and segmenting;
- Assessments demonstrated students' improvement in phonic knowledge throughout the whole school.

Future Outlook

Our explicit improvement agenda for 2018 will be focussing on the work of Hattie and phases of learning – surface, deep and transfer. This focus will transcend across all key learning areas.

Actions

- PFD to focus on development for teacher to have expert knowledge about Visible Learning – surface, deep and transfer learning together with effective strategies
- Professional learning teams meeting weekly to embed processes of collective teacher efficacy + teacher clarity, focus on mastery together with clear learning intent and success criteria.
- Develop a clear understanding of worthwhile activities that support the surface, deep and transfer levels

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	417	203	214	33	96%
2016	470	239	231	43	97%
2017	511	255	256	43	95%

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

In 2017, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

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 though this is decreasing with the school's enrolment management plan. Less than 10% of our students identify as indigenous. There is an increasing number of students where English is a second language as well as the number of students verified with a disability. The total number of students remain in the late 400's. Classes are organised around year levels with multi-ages created around enrolments.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	22	24
Year 4 – Year 6	27	23	28

Curriculum Delivery

Our Approach to 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 school's programs are developed through the Australian Curriculum.

The KLAs are:

- * English
- * Mathematics
- * Science
- * 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
- * Year 5/6 Day Camps
- * Class Excursions to support curriculum studied
- * Special school events – Art Show, Athletics Carnival, Book Week Celebrations,
- * School Chaplain
- * Student leadership program for Year 6

How Information and Communication Technologies are used to Assist 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 and Year 1 class has a set of ipads where Jolly Phonics and other curriculum-focussed apps are used.

Social Climate

Overview

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, though this is changing quite quickly with farmland now residential areas. 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	84%	92%	90%
this is a good school (S2035)	93%	93%	90%
their child likes being at this school* (S2001)	95%	93%	93%
their child feels safe at this school* (S2002)	95%	93%	97%
their child's learning needs are being met at this school* (S2003)	79%	88%	90%
their child is making good progress at this school* (S2004)	79%	90%	90%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	86%	88%
teachers at this school motivate their child to learn* (S2007)	88%	88%	93%
teachers at this school treat students fairly* (S2008)	86%	88%	79%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	94%
this school works with them to support their child's learning* (S2010)	84%	89%	87%
this school takes parents' opinions seriously* (S2011)	79%	82%	82%
student behaviour is well managed at this school* (S2012)	89%	86%	84%
this school looks for ways to improve* (S2013)	95%	91%	88%
this school is well maintained* (S2014)	98%	95%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	97%	92%
they like being at their school* (S2036)	93%	92%	89%
they feel safe at their school* (S2037)	89%	94%	92%
their teachers motivate them to learn* (S2038)	97%	96%	94%

their teachers expect them to do their best* (S2039)	97%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	93%
teachers treat students fairly at their school* (S2041)	88%	80%	79%
they can talk to their teachers about their concerns* (S2042)	96%	87%	83%
their school takes students' opinions seriously* (S2043)	88%	79%	81%
student behaviour is well managed at their school* (S2044)	84%	86%	75%
their school looks for ways to improve* (S2045)	97%	95%	87%
their school is well maintained* (S2046)	94%	98%	93%
their school gives them opportunities to do interesting things* (S2047)	92%	91%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	98%	100%
they feel that their school is a safe place in which to work (S2070)	95%	98%	100%
they receive useful feedback about their work at their school (S2071)	95%	93%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	87%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	96%	100%
student behaviour is well managed at their school (S2074)	98%	100%	98%
staff are well supported at their school (S2075)	95%	98%	93%
their school takes staff opinions seriously (S2076)	95%	96%	93%
their school looks for ways to improve (S2077)	98%	100%	97%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	95%	98%	90%

* Nationally agreed student and parent/caregiver items

'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
- * Invitations to celebrate children's learning as part of culminating activities at the end of a unit of work e.g. poetry recital, science day
- * 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school's Positive Behaviour for Learning Framework together with its Kids Matter both focus on respectful interactions with each other. The school also has an annual visit by Bravehearts for our younger students.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	3	17	10
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	122,399	Tank water
2015-2016	124,644	Tank Water
2016-2017	132,751	Tank Water

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	21	<5
Full-time Equivalent	33	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	2
Bachelor degree	27
Diploma	4
Certificate	0

*Teaching staff includes School Leaders
 **Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$ 34, 273

The major professional development initiatives are as follows:

- * English, Mathematics – National Curriculum
- * Science - Cutting edge science learning day - Science specialist
- * Engagement of school coach in phonics with coach providing initial training of 2 day on the pupil free days as well as 2 days visits each term modelling and coaching teacher
- * Principal and Deputy attended Visible Learning in Literacy with Doug Fisher
- * Online Festival for P – 12 Educators
- * First Aid course CPR training – all staff
- * Business Services Manager Conference - BSM
- * Librarian network day
- * School Facilities Officer Network meeting
- * Student protection, Code of Conduct, Asbestos, Asthma, Anaphylaxis and Diabetic training
- * Beginning teachers mentoring
- * Speech Language Development and programs

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	94%	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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

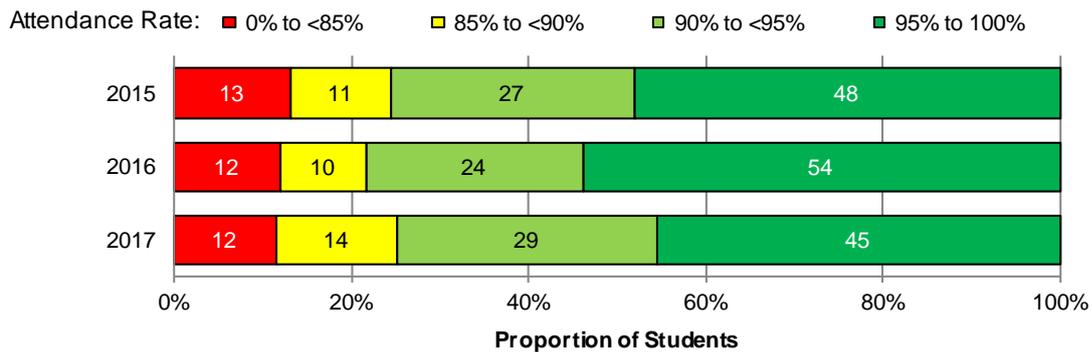
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	93%	93%	93%	94%	93%	93%	92%
2016	94%	93%	93%	93%	94%	94%	94%
2017	93%	92%	93%	93%	93%	92%	93%

*Attendance rates effectively count 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 Department of Education 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.

NAPLAN

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

Sector:

Government

Non-government

Where it states '**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.