



# Logan Reserve State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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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 matches our priority for The Teaching of Science and our Science Specialist. 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.

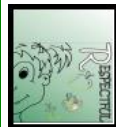
Our focus is on a fully integrated school from Prep through to Year 6, characterized by our commitment to reading, writing, numeracy and science. Flexible teaching and learning environments, quality curriculum, productive pedagogies, authentic assessment and timely reporting further give the context 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 <b>Vision</b> for Logan Reserve is that of a community of <b>Learners</b> - staff, students and parents. It is characterized by</p> <p>Love of <b>learning</b>, Personalised <b>learning</b> Thinkers - deep, constructive and creative <b>learning</b> Personal responsibility for <b>learning</b> Variety of <b>learning</b> experiences to develop the whole child Powerful, professional <b>learning</b> teams, open to change and flexible Ongoing quality professional development - <b>Life-long learners</b> A strong, supportive <b>mentoring</b> program Active <b>Researchers</b> 21<sup>st</sup> century <b>learning</b>, educators and tools <b>Curriculum</b> programs benchmarked against world's best practice Results analysed with feedback for <b>learning</b> Stakeholders working together as partners in the <b>education</b> of our students Spirit of <b>inquiry</b> Sequences of <b>learning</b> developed <b>Solvers</b> of real life problems <b>Learners</b> who know and can do</p>	<p>Our <b>Vision</b> for Logan Reserve is that of a community that is <b>Respectful</b> – staff, students and parents. It is characterised by</p> <p><b>Respect</b> for self <b>Respect</b> for others <b>Respect</b> for school rules <b>Respect</b> for the environment &amp; property <b>Respectful</b> communication - how we speak ,what we say and understanding and tolerant of difference, <b>Respectful</b> regardless of socio economic background, religion, race, gender, disability and differences of opinion Climate based upon <b>respect</b>, resilience and responsibility</p>
<p>Our <b>Vision</b> for Logan Reserve is that of a community that is <b>Safe</b> – staff, students and parents. It is characterised by:-</p> <p>Sense of <b>belonging - looking out for and after each other</b> <b>Safe</b> behaviour- Keeping self and others safe <b>Safe</b> environments <b>Safety</b> training including health <b>prevention</b> e.g. asthma, anaphylaxis Duty of care including risk <b>assessments</b> - <b>Policies and procedures about safe practice</b> <b>Balance</b> in the lives of our students, staff and parents looking after our <b>physical</b> and <b>mental health</b> A sense of <b>fun and enjoyment</b> in the way we work together</p>	<p>Our <b>Vision</b> for Logan Reserve is that of a community that is <b>Striving to do our best</b>– staff, students and parents.</p> <p>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 2016

This report provides a brief snapshot of the activity of Logan Reserve State School throughout 2016. 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.

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 2016

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 guided 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 with evidence tracked around reading levels and sight words and letters and sounds
- \* Continued focus on Positive Behaviour Support to include goal setting for behaviour. Ongoing data shows that PBL processes and effect still remains very positive;
- \* Continued implementation and review whole school programs to maintain consistency, coverage and moderation using the National Curriculum;
- \* 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. This gives reliable data for focussing on student needs.

### Future Outlook

Our goals in 2017 will continue the narrow and deep focus on the strategic objectives:-

- Refinement of Pedagogical Framework focussing on Hattie's Phases of Learning
- Reading with a focus on phonics from Prep through to Year 6. A very explicit focus on the teaching of phonics through a visiting expert coach to develop expert knowledge by teachers in the teaching of phonics

- Guided writing practice using the Australian Curriculum and Literacy continuum. Snapshots of writing undertaken every 5 weeks where every child's writing is plotted on the continuum and clear steps of where to next are evidence and enacted in the next cycle of teaching.
- A culture that promotes learning through attendance. Continued implementation of the Positive Behaviour for Learning Framework to ensure the ongoing focus on being a learner and subsequent rules to support the respectful and safe school environment. Targets and timeline have been set in the Annual Implementation Plan which is freely available through the school office on request.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	407	202	205	28	92%
<b>2015*</b>	417	203	214	33	96%
<b>2016</b>	470	239	231	43	97%

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 2016, 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://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## 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 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	2014	2015*	2016
Prep – Year 3	22	24	22
Year 4 – Year 7	24	27	23
Year 8 – 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.

## 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 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. 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:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	84%	92%
this is a good school (S2035)	94%	93%	93%
their child likes being at this school* (S2001)	91%	95%	93%
their child feels safe at this school* (S2002)	97%	95%	93%
their child's learning needs are being met at this school* (S2003)	86%	79%	88%
their child is making good progress at this school* (S2004)	85%	79%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	88%	86%
teachers at this school motivate their child to learn* (S2007)	84%	88%	88%
teachers at this school treat students fairly* (S2008)	88%	86%	88%
they can talk to their child's teachers about their concerns* (S2009)	92%	95%	95%
this school works with them to support their child's learning* (S2010)	78%	84%	89%
this school takes parents' opinions seriously* (S2011)	77%	79%	82%
student behaviour is well managed at this school* (S2012)	74%	89%	86%
this school looks for ways to improve* (S2013)	92%	95%	91%
this school is well maintained* (S2014)	95%	98%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	96%	97%
they like being at their school* (S2036)	91%	93%	92%
they feel safe at their school* (S2037)	86%	89%	94%
their teachers motivate them to learn* (S2038)	94%	97%	96%
their teachers expect them to do their best* (S2039)	98%	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%	95%
teachers treat students fairly at their school* (S2041)	86%	88%	80%
they can talk to their teachers about their concerns* (S2042)	88%	96%	87%
their school takes students' opinions seriously* (S2043)	86%	88%	79%
student behaviour is well managed at their school* (S2044)	83%	84%	86%
their school looks for ways to improve* (S2045)	92%	97%	95%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their school is well maintained* (S2046)	90%	94%	98%
their school gives them opportunities to do interesting things* (S2047)	89%	92%	91%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	95%	98%
they feel that their school is a safe place in which to work (S2070)	97%	95%	98%
they receive useful feedback about their work at their school (S2071)	85%	95%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	93%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	98%	96%
student behaviour is well managed at their school (S2074)	100%	98%	100%
staff are well supported at their school (S2075)	94%	95%	98%
their school takes staff opinions seriously (S2076)	94%	95%	96%
their school looks for ways to improve (S2077)	97%	98%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	91%	95%	98%

\* 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.

### 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	11	3	17
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.

## 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
2013-2014	113,900	0
2014-2015	122,399	
2015-2016	124,644	

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	17	<5
Full-time Equivalents	30	13	<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

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
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 2016 were \$11 663.48 – 17.3 % of our General Grant.

The major professional development initiatives are as follows:

- \* English, Mathematics – National Curriculum
- \* Science - Cutting edge science learning day - Science specialist
- \* The teaching of Writing with Bill Collins
- \* Online Festival for P – 12 Educators
- \* Magic 100 sight words – teachers and aides
- \* First Aid course CPR training – all staff
- \* Prep online festival
- \* Principals Financial Management – P and DP
- \* Business Services Manager Conference - BSM
- \* Seven Steps for Writing – coaches training and teacher training
- \* PM benchmark Kits
- \* Librarian network day
- \* Knowledge is power – Autism workshop

### Jolly Phonics Professional Development

- \* School Facilities Officer Network meeting
- \* 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 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

#### AVERAGE STAFF ATTENDANCE (%)

Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	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 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	94%

\*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 2016 for all Queensland Primary schools was 93%.

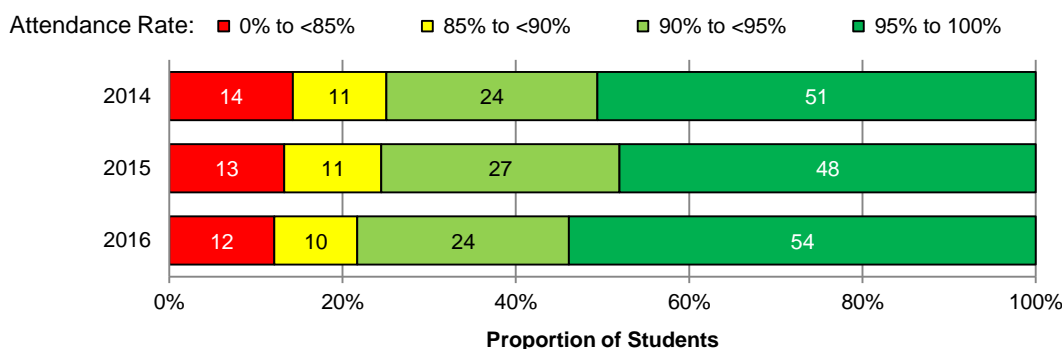
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	92%	94%	93%	93%	93%	91%	92%					
2015	93%	93%	93%	94%	93%	93%	92%						
2016	94%	93%	93%	93%	94%	94%	94%						

\*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 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.

## 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.

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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.