

Logan Reserve State School Queensland State School Reporting 2014 School Annual Report



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Principal's foreword

Introduction

This report provides a brief snapshot of the activity of Logan Reserve State School throughout 2014. 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. 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 2014

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, explicit teaching of writing, spelling and a numeracy squad with explicit development 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;
- * Building on the wonderful results from the Curriculum and Teaching Audit and School Wide Positive Behaviour Audit;
- * Developing 21st century learning for 21st century students through purchase of Ipad's 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 assessment with every student in reading.

Future outlook

Our goals in 2014 heavily focused on the strategic objectives:-

The continued implementation of the Australian Curriculum using G2C as a resource through adapting and adopting the materials to accommodate student's learning levels;

Embrace and empower the ACARA curriculum with the aim of consistency for classroom practice and expectations against achievement standards;

A comprehensive, transparent and focussed Guarantee Results to improve the reading results of every student;

Implementation of Developing Performance Plans for administrators and teaching staff;

Consolidation of One-School as the operational environment for school data, plans and financial operations.

From these strategic objectives our key goals for 2015 were identified as:-

- * Reading – improving every child’s comprehension.
- * 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 are able to describe the STAR strategy. Continued work with mathematics and problem solving is required.
- * Classrooms where learning is a focus and classrooms which are free from disruption – PBL. Introduction 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

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	385	191	194	93%
2013	396	202	194	96%
2014	407	202	205	92%

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

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		
	2012	2013	2014
Prep – Year 3	21	19	22
Year 4 – Year 7 Primary	24	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	4	4	11
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our curriculum offerings

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*
- * Studies Of Society and the Environment (S.O.S.E.)*
- * History*
- * Technology*
- * The Arts (Including music)*
- * Health and Physical Education*

Language others than English (L.O.T.E.) At Logan Reserve the children learn Mandarin Chinese in Years 6 and 7

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 year 1 to 7*
- * Swimming program*
- * Science Specialist from Prep to Year 4*
- * SEP program catering for students with disabilities through personalised learning adjustments.*

Extra curricula activities

- * *Club Afternoon Years 4 to 7*
- * *Instrumental Music*
- * *School Choir*
- * *AFL after school clinics*
- * *Year 6/7 Camp*
- * *Class Excursions*
- * *Special school events – Art Show, Athletics Carnival, Book Week Celebrations, School Musical*
- * *School Chaplain*
- * *Student leadership program*

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. Sixteen 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 7. A technical Officer is employed to maintain ICT service. Every Prep class has a set of Ipad's 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 students 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 behaviour together with the use of the High 5. A small number of students cause issues around bullying and the school has used drama productions and Fair go to assist with the education of children around bullying. Focus weeks are used to highlight bullying and living in harmony with each other. The school is also a School -Wide Positive Behaviour – Support 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. The following roles support student welfare:-*

- * *SEP program*
- * *Guidance Officer*
- * *Behaviour Advisory Teacher*
- * *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	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	96%	86%
this is a good school (S2035)	100%	96%	94%
their child likes being at this school* (S2001)	96%	93%	91%
their child feels safe at this school* (S2002)	92%	93%	97%
their child's learning needs are being met at this school* (S2003)	96%	93%	86%
their child is making good progress at this school* (S2004)	96%	93%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	86%	82%
teachers at this school motivate their child to learn* (S2007)	100%	96%	84%
teachers at this school treat students fairly* (S2008)	96%	92%	88%
they can talk to their child's teachers about their concerns* (S2009)	96%	89%	92%
this school works with them to support their child's learning* (S2010)	96%	89%	78%
this school takes parents' opinions seriously* (S2011)	100%	82%	77%
student behaviour is well managed at this school* (S2012)	96%	93%	74%
this school looks for ways to improve* (S2013)	96%	96%	92%
this school is well maintained* (S2014)	100%	93%	95%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	96%	96%	89%
they like being at their school* (S2036)	93%	89%	91%
they feel safe at their school* (S2037)	94%	91%	86%
their teachers motivate them to learn* (S2038)	100%	94%	94%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	93%
teachers treat students fairly at their school* (S2041)	87%	91%	86%
they can talk to their teachers about their concerns* (S2042)	93%	88%	88%
their school takes students' opinions seriously* (S2043)	88%	89%	86%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
student behaviour is well managed at their school* (S2044)	82%	90%	83%
their school looks for ways to improve* (S2045)	96%	98%	92%
their school is well maintained* (S2046)	96%	97%	90%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	89%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		93%	85%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		95%	97%
student behaviour is well managed at their school (S2074)		95%	100%
staff are well supported at their school (S2075)		98%	94%
their school takes staff opinions seriously (S2076)		95%	94%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	91%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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, Book week; Aussie Day; Reading morning, 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 had significant work on its water system with the installations of 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
2011-2012	150,440	0
2012-2013	98,888	0
2013-2014	113,900	0

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.

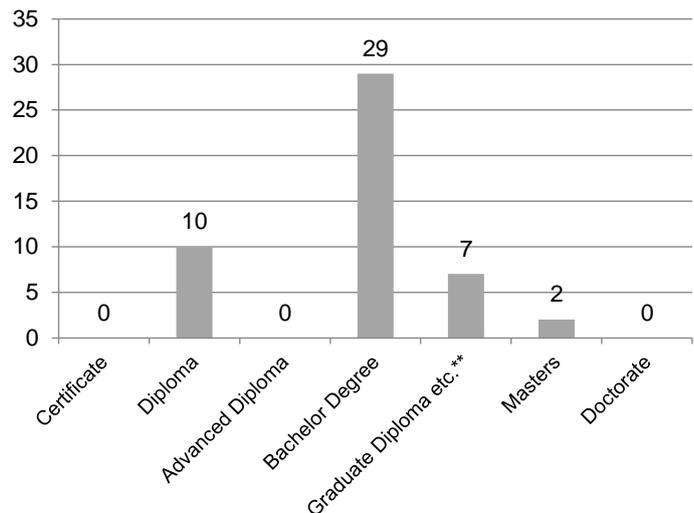
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	33	17	<5
Full-time equivalents	24	12	<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 2014 were \$11 992

The major professional development initiatives are as follows:

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- * *John Hattie – Visible Learning and feedback*
- * *Science*
- * *Jolly phonics*
- * *Handwriting – Casey the Caterpillar –*
- * *English, Mathematics, Geography and History – National Curriculum*
- * *Writing – QSA including grammar and vocabulary development*
- * *SWPBS Tier 2 training*
- * *Maths – the 4 part lesson*
- * *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*

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

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Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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 outcome

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	93%

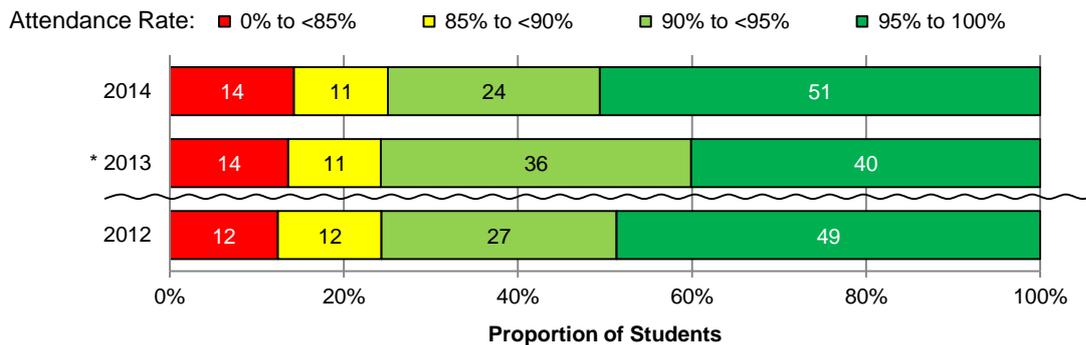
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	92%	94%	94%	91%	91%	95%	92%
2013	93%	92%	93%	93%	92%	89%	93%
2014	92%	94%	93%	93%	93%	91%	92%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

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

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Indigenous attendance rate is at 91.6%. The number of students who attended less than 85% in 2014 was 20.6%.