



Logan Reserve State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	369 School Road Logan Reserve 4133
Phone	(07) 3489 5444
Fax	(07) 3803 0026
Email	principal@loganreservess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Penny Eising

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> <ul style="list-style-type: none">Love of learning,Personalised learningThinkers - deep, constructive and creative learningPersonal responsibility for learningVariety of learning experiences to develop the whole childPowerful, professional learning teams, open to change and flexibleOngoing quality professional development - Life-long learnersA strong, supportive mentoring programActive Researchers		<p>Our Vision for Logan Reserve is that of a community that is Respectful – staff, students and parents. It is characterised by</p> <ul style="list-style-type: none">Respect for selfRespect for othersRespect for school rulesRespect for the environment & propertyRespectful 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 opinionClimate based upon respect, resilience and responsibility	
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<p>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 Safe – staff, students and parents. It is characterised by:- 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:- 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 2018

Our primary focus in 2018 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 and grammar; Professional development of the teaching of phonics and grammar using “Jolly Phonics” by an external coach in the teaching of phonics;
- Every teacher observing demonstration lessons each term by coach;
- Teachers developing their own expertise in the teaching of phonics and grammar;
- 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 2019 will be focussing on the work of Hattie and phases of learning – surface, deep and transfer highlighting chunk and practice together with explicit teaching focussing on the what, why and how are we teaching the content. 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 – what, why and how through chunk and practice.
- 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 2018	Prep Year - Year 6			
Student enrolments				
Table 1: Student enrolments at this school				
Enrolment category	2016	2017	2018	Notes: 1. Student counts are based on the Census (August) enrolment collection. 2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia. 3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.
Total	470	511	505	
Girls	239	255	252	
Boys	231	256	253	
Indigenous	43	43	40	
Enrolment continuity (Feb. – Nov.)	97%	95%	97%	

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Logan Reserve State School is a gradually changing from being fairly homogenous school to more cultural diverse. 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 significantly with the school's enrolment management plan where students from out of catchment can no longer enrol. 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note: The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Prep – Year 3	22	24	25	
Year 4 – Year 6	23	28	25	

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.

Co-curricular 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,
- * 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 28 computers. Twenty - one 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 3 to 6. A Technical Officer is employed to maintain ICT service. Every Prep and Year 1 class has a set of I pads where Jolly Phonics and other curriculum-focussed apps are used.

Social climate

Overview

Overview

Logan Reserve State School caters for children from many and varied backgrounds and ability levels. A 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 and our enrolment management plan. 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 – full time
- * Behaviour Advisory Teacher
- * PBL team
- * 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.

Our school is very well thought of by parents and students, with staff working very hard to make the school a safe and supportive environment.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	90%	100%
• this is a good school (S2035)	93%	90%	90%
• their child likes being at this school* (S2001)	93%	93%	94%
• their child feels safe at this school* (S2002)	93%	97%	94%
• their child's learning needs are being met at this school* (S2003)	88%	90%	94%
• their child is making good progress at this school* (S2004)	90%	90%	90%
• teachers at this school expect their child to do his or her best* (S2005)	96%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	88%	90%
• teachers at this school motivate their child to learn* (S2007)	88%	93%	94%
• teachers at this school treat students fairly* (S2008)	88%	79%	82%
• they can talk to their child's teachers about their concerns* (S2009)	95%	94%	90%
• this school works with them to support their child's learning* (S2010)	89%	87%	94%
• this school takes parents' opinions seriously* (S2011)	82%	82%	77%
• student behaviour is well managed at this school* (S2012)	86%	84%	80%
• this school looks for ways to improve* (S2013)	91%	88%	84%
• this school is well maintained* (S2014)	95%	94%	96%
* 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.			

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	92%	93%
• they like being at their school* (S2036)	92%	89%	93%

• they feel safe at their school* (S2037)	94%	92%	91%
• their teachers motivate them to learn* (S2038)	96%	94%	99%
• their teachers expect them to do their best* (S2039)	96%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	93%	92%
• teachers treat students fairly at their school* (S2041)	80%	79%	89%
• they can talk to their teachers about their concerns* (S2042)	87%	83%	89%
• their school takes students' opinions seriously* (S2043)	79%	81%	90%
• student behaviour is well managed at their school* (S2044)	86%	75%	80%
• their school looks for ways to improve* (S2045)	95%	87%	93%
• their school is well maintained* (S2046)	98%	93%	90%
• their school gives them opportunities to do interesting things* (S2047)	91%	89%	92%
* 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.			

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
• they receive useful feedback about their work at their school (S2071)	93%	93%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	89%	93%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	96%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	98%	96%
• staff are well supported at their school (S2075)	98%	93%	96%
• their school takes staff opinions seriously (S2076)	96%	93%	91%
• their school looks for ways to improve (S2077)	100%	97%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	98%	90%	84%
* 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.
- * 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; 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018	Note: School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.
Short suspensions – 1 to 10 days	17	10	27	
Long suspensions – 11 to 20 days	0	0	1	
Exclusions	0	0	0	
Cancellations of enrolment	0	0	0	

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018	Note: Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school’s environmental footprint. *OneSchool is the department’s comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
Electricity (kWh)	124,644	132,751	121,047	
Water (kL)	Water tanks and bore water	Water tanks and bore water	Water tanks and bore water	

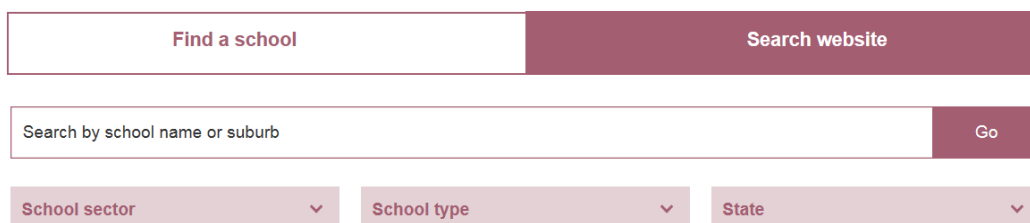
School funding

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	37	21	<5
Full-time equivalents	33	16	<5
*Teaching staff includes School Leaders.			
** Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.			

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	3	
Graduate Diploma etc.*	2	
Bachelor degree	26	
Diploma	5	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$35 000.

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
- * Weekly professional learning team meetings every classroom teacher every week for 1 hour

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	92%
Attendance rate for Indigenous** students at this school	94%	92%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

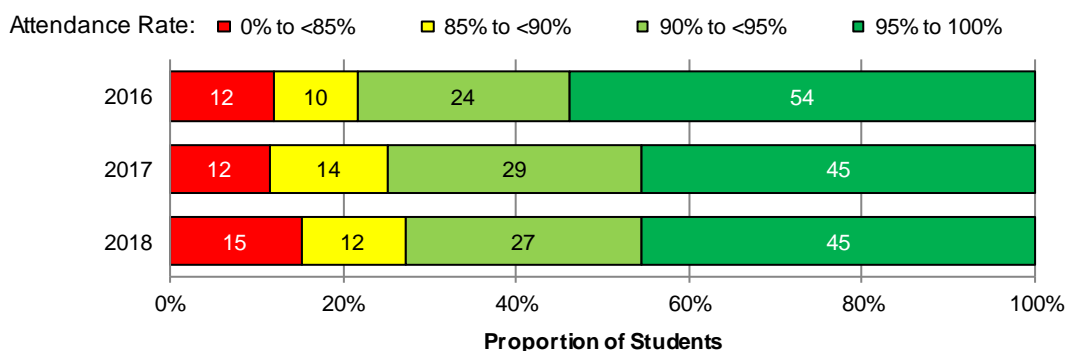
** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	
Prep	94%	93%	93%	Notes: 1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage). 3. DW = Data withheld to ensure confidentiality.
Year 1	93%	92%	92%	
Year 2	93%	93%	92%	
Year 3	93%	93%	93%	
Year 4	94%	93%	92%	
Year 5	94%	92%	91%	
Year 6	94%	93%	91%	

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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. In addition to this, a weekly HERO – Here Every Day on Time lucky draw occurs on assembly every week.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.