

Logan Reserve State School
 Queensland State School Reporting
 2013 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 2013. 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.

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Penny Eising - Principal

School progress towards its goals in 2013

Our goals in 2013 heavily focused on the strategic objectives:-

- *Continuing to implement the recommendations of the Teaching and Learning Audit explicit school strategies focussed on improvement;*
- *Implementation of the Australian Curriculum using C2C 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 NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students;*
- *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 were identified as:-

- *Reading – improving every child's comprehension. This is an ongoing focus into 2014.*
- *Spelling improving spelling and knowledge of rules. This continues to be a focus for the 2014.*
- *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 – SWPBS.*

Future outlook

Again in 2014, Logan Reserve State School is focused on a very explicit improvement agenda to

- * *Continuing to build 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;*
- * *Maximize achievement for all children in literacy and numeracy;*
- * *Continue with a whole school approach to Positive Behaviour Support to include success ladder and goal setting for behaviour;*
- * *Embed personalized learning within every class with children;*
- * *Continue to implement and review whole school programs to maintain consistency, coverage and*

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moderation using the National Curriculum;

** Build on the wonderful results from the Curriculum and Teaching Audit and School Wide Positive Behaviour Audit;*

** Develop 21st century learning for 21st century students;*

** Examine on 5 weekly cycles, student data in writing, reading and mathematics identifying goals and strategies in student learning;*

** Provide every teacher with assessment support time to conduct one on one assessment with every student in reading.*

Our school at a glance

School Profile

Record:

Coeducational or single sex: *Coeducational*

Year levels offered in 2013: *Prep Year - Year 7*

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	374	189	185	92%
2012	385	191	194	93%
2013	396	202	194	96%

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 high 300's. Classes are organised around year levels with multi-ages created around enrolments.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	21	19
Year 4 – Year 7 Primary	25	24	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	20	4	4
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive 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 Chines 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 5*
- * SEP program catering for students with disabilities through personalised learning adjustments.*

Extra curricula activities

- * Club Afternoon Years 4 to 7*
- * Instrumental Music*
- * School Choir*
- * Tennis lessons*

Our school at a glance

- * AFL after school clinics
- * Year 6/7 Camp
- * Class Excursions
- * Special school events – Art Show, Athletics Carnival, Book Week Celebrations
- * 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.

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.

- * 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.

Our school at a glance

Parent, student and staff satisfaction with the school

The vast majority of our parents and students are very satisfied with the school and the quality of education that is being provided. Our teachers and staff are friendly, approachable and high quality professionals. The morale amongst the staff is very high.

Performance measure (Nationally agreed items shown*)

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

Performance measure (Nationally agreed items shown*)

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

Our school at a glance

student behaviour is well managed at their school* (S2044)	82%	90%
their school looks for ways to improve* (S2045)	96%	98%
their school is well maintained* (S2046)	96%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	94%

Performance measure

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

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

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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	87,516	9
2011-2012	150,440	0
2012-2013	98,888	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

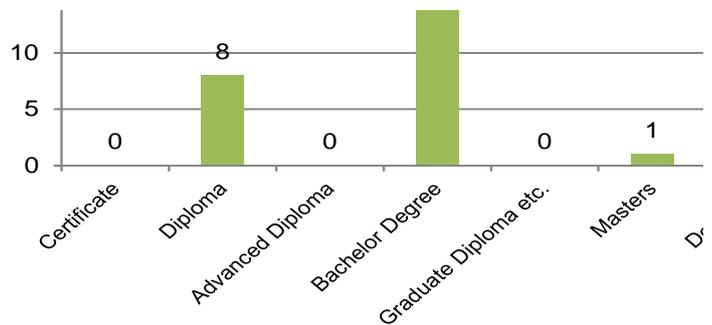
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	31	16	<5
Full-time equivalents	24	11	<5

Qualifications of all teachers

Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	32



* 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 2013 were \$5841.34

The major professional development initiatives are as follows:

- * John Hattie – Visible Learning
- * English, Mathematics and History – National Curriculum
- * Writing – QSA including grammar and vocabulary development
- * SWPBS Tier 2 training
- * Maths – the 4 part lesson

Our staff profile

* *Games factory*

* *Student protection, Code of Conduct, Asbestos, Asthma, Anaphylaxis and Diabetic training*

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

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Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

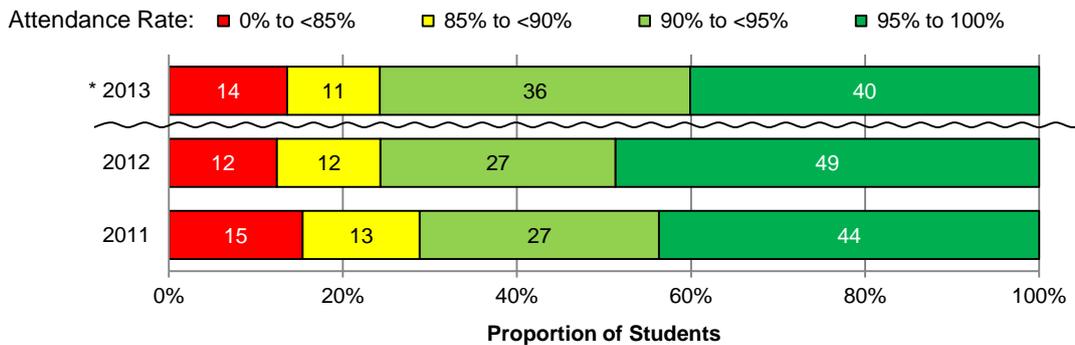
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	93%	91%	93%	92%	93%	92%					
2012	92%	94%	94%	91%	91%	95%	92%					
2013	93%	92%	93%	93%	92%	89%	93%					

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 from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET 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.

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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.