



Laidley District State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	232 Patrick Street Laidley 4341
Phone	(07) 5466 8222
Fax	(07) 5466 8200
Email	principal@laidleydistrictss.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	Chris Muir

From the Principal

School overview

Laidley District State School is situated between Ipswich and Toowoomba approximately 10 minutes off the Warrego Highway in South-East Queensland. Laidley has a proud history and the community are proud of the school which sits on 4 hectares of land on the northern end of the town. The present campus was opened in 1999 when Laidley North State School and Laidley South State School combined to create what is now known as Laidley District State School.

This school has enjoyed many successes academically, culturally and in the sports arena in recent years. We strongly believe in providing a broad range of opportunities for our students and community. We provide a Strong STEM program to all year levels and engage positively with the Indigenous Australian Community by providing language and culture lessons over the course of the school year. The school has 400 students enrolled and 17 classes.

School Vision and Values

Vision: To provide innovative opportunities that empower students, embrace diversity and engage our community.

Values: Respect, Responsibility and Resilience

School progress towards its goals in 2018

Laidley District State School collaboratively agreed upon three goals to improve student outcomes in 2018.

1. Reading

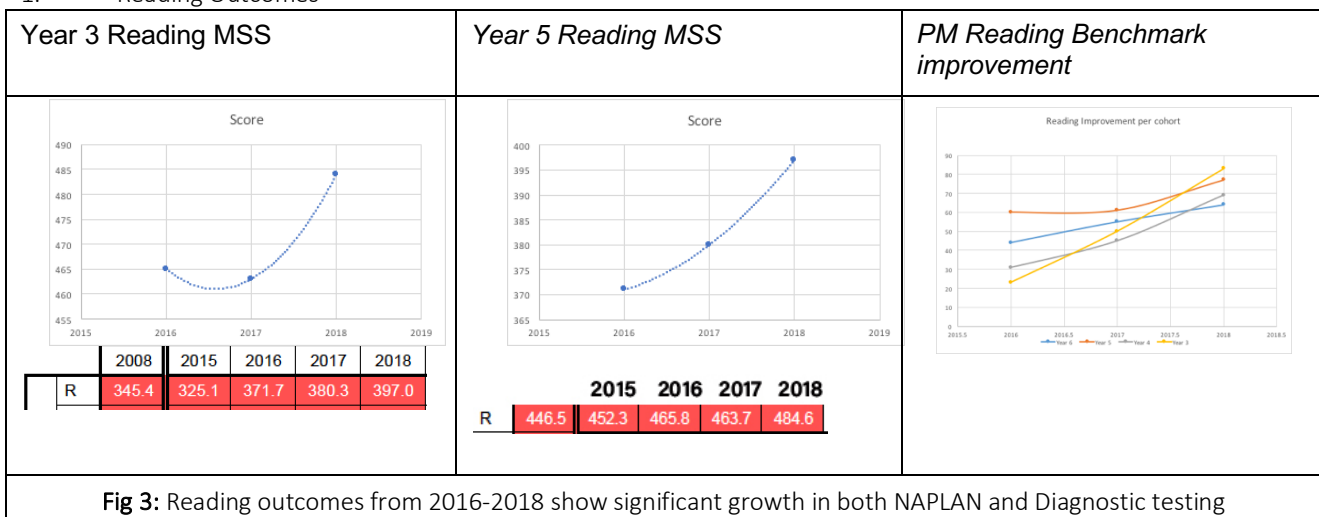
Reading remained a priority this year. This goal was determined on the basis of data which although indicated improvement, still required further growth. Teachers have embedded best practice reading pedagogy into daily teaching practise across the school as a result of long-term development in this area. This year has further capitalised on this work. Results from this work are clear.

Outcomes

NAPLAN results indicate a 20 point score improvement in this area in one year and up by 70 point scores in year 3 over the past 4 years.

Diagnostic reading data suggests that almost 25% more of students achieve a minimum benchmark than they did in 2016.

1. Reading Outcomes



2. STEM

This year is the first year that priority has been given to this area. Progress was made in the following areas.

- a. Establishment of a local cluster strategy party established to promote STEM in the Laidley area, promote professional development for teachers, share knowledge and understanding.
- b. Regular ICT lessons commenced for all students
- c. A STEM teacher was used to assist teachers to implement STEM in classes.
- d. Resources purchased.

3. Community Engagement

Much of the work done in this area was embedded and new projects implemented. Together 44341 continues to gain momentum as a hub for community partnerships in the Laidley area. A summary of achievements is as follows.

- a. Stakeholders include: Laidley Police and the Child Protection Unit, Mary St Community Centre, Early Childhood Education Centres (ECEC), West Moreton Health, Lockyer Valley Regional Council, Lockyer Libraries, Child Health Queensland, Kambu Health, C&K, Lockyer Doctors, Family Daycare and recently the NDIS, Family Daycare and recently the NDIS.
- b. The establishment of a weekly community-based playgroup.
- c. Establishment of the Well Baby Drop-in Clinic.
- d. Successful implementation of a Community Engagement Teacher, half day per week.
- e. Regular Counselling service provided by Anglicare
- f. Regular Indigenous program as a result of partnerships established with Moreton Heath, PCYC and Deadly Choices.
- g. Improved relationships with local agencies and welfare groups as a result of Together 4341 and Under 5s.

Future outlook

Improvements in academic progress, behaviour data, school culture and community profile are obvious through general observation and evidenced by data. This improvement has occurred over the last two years. The administration believes that this is a result of the current direction of the school. Therefore, this direction will be embedded further. We have identified areas that will further enhance our school in collaboration with teachers and community. We are excited about the future of this school and the strategies we have in place.

In 2019, our goals include:

1. STEM
2. Mathematics
3. Community Engagement
4. Reading

STEM

Target

The technologies curriculum will be implemented across all areas of the school and teachers will indicate that they have been supported through its implementation phase.

Strategies

- Establish PLC with a STEM focus within cluster.
- Promote online professional development in STEM areas.
- Engage parents and community groups in STEM events and classroom activities.

Mathematics

Target

Improve NAPLAN results (maths) to equal state average

Strategies

- Targeted support for year level identified specific mathematical strands through the provision of additional support
- Triangulation of data NAPLAN - PAT M and semester reporting to inform teaching cycle.
- Regular interrogation of data at year level meetings.
- Implement Learning Ladders and proficiency scales across the school.

Community Engagement

Target

SOS S2026 This school encourages me to take an active role in my child's education - will indicate 95% agreement by parents.

Strategies

- Build learning partnerships between parents, school, students and community to enhance student learning.
- Encourage active participation in the school council and/or the P and C and encourage student participation.
- In decision-making processes.
- Initiate regular open days and days of excellence including NAIDOC day.
- Ensure that attendance is regular and reaches the school target 95%.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	390	375	379
Girls	180	177	170
Boys	210	198	209
Indigenous	44	53	70
Enrolment continuity (Feb. – Nov.)	88%	86%	90%

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.

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

Characteristics of the student body

Overview

Laidley District School had an enrolment of 379 students in 2018. The school ICSEA score of 917 places the school in the 13th percentile which relates primarily to the level of education in the wider Laidley area. The school has a diverse range of students including 9% verified with Special Needs, and 3% with English as a Second Language. Although situated in a rural farming community, only a few families would identify as working within the agricultural field. Most are employed locally or in Ipswich and Gatton. Unemployment and Domestic Violence feature as concerns in our community. 18% identify as aboriginal or Torres Strait Islander.

Floods in 2011 and in 2013 have had an impact on the local community in terms of populations. On the other hand, many stories of local resilience can be heard as a result of those difficult years. There is a slow growth in population as a result of a couple of small real estate areas being sold. Overall enrolment is steadily on the rise. In this year there were 80 new enrolments, excluding Prep, and 60 children left to go to different areas of the State.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	24	25
Year 4 – Year 6	26	30	23
Year 7 – Year 10			
Year 11 – Year 12			

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.

Curriculum delivery

Our approach to curriculum delivery

Laidley District State School implements the Australian Curriculum across all year levels. The use of C2C resources is encouraged.

The school offers LOTE (Japanese), Music and PE amongst other extra curricula activities such as excursions, camps and incursions.

Explicit Instruction

Archer and Hughes' Explicit Instruction is the model used for teacher instruction across the school.

Focus on Reading

Reading is specifically planned for whole class and focus groups, where possible aligned to the English Unit and can also include cross curricula reading material. Identified students are also offered before school reading to assist in reaching school benchmarks.

Reading planning has continued to be presented with a whole class focus as well as small group foci determined by data such as running records and PAT R. The whole class focus was drawn from the English Unit and/or other content areas. For example, historical recounts were used as reading material to support History and English in 5/6. The strategy that became a whole class focus was determining importance and then paraphrasing and summarising. Other examples of strategies taught to support other content areas included skimming, scanning and consulting a reference.

Before school reading throughout 2017 was supported by the STLaN. Further training occurred with the teacher aides by the STLaN and the support for students was refined and more focussed. Data has supported the continuation of before school reading with students who participated in the programme as designed making gains to reach the desired benchmarks.

Co-curricular activities

Choir

The LDSS Choir is made up of students from years 2 to 6. No audition is necessary, as we believe everyone can and should come to know the joy of singing! The Choir rehearses every week on Mondays and sings a variety of repertoire from classical to folk to modern pop. Choir membership requires commitment and we compare ourselves to a sporting team - all members need to give it their best! Performances occur throughout the year at school and community events, including parades, Anzac services, community luncheons, and combined workshop performances such as SingFest.

Sport

An inter house sport program runs almost weekly and a wide range of sports are available including cricket, soccer, netball, rugby league, and softball. Children in years 4-6 are encouraged to participate.

A swimming program runs in term 4 for students in years 1-6.

High Ropes Course

The school has a high and low ropes course on the school grounds. Trained teaching staff run students through the course twice per week. The course encourages resilience, teamwork, courage along with upper body strength and balance.

Robotics

Through a partnership with USQ, students participate in Robotics on a regular basis.

STEM Club

A STEM classroom is open during play breaks for students to engage in further learning and play in this area.

Playgroup

The Laidley Playgroup is for parents and toddlers of pre-prep children. It runs each Thursday morning and runs under the banner of Accessible Playgroups Queensland.

How information and communication technologies are used to assist learning

A computer lab of over 30 computers is used regularly by classes to access internet, online teaching and learning resources, and Microsoft products. Classrooms have access to approximately 6 computers.

Teachers use data projectors and interactive whiteboards as part of everyday teaching practice. A teacher specialising in the delivery of ICT was utilised to teach general computer skills across the school.

Social climate

Overview

Positive Behaviour for Learning

Laidley District School has adopted the Positive Behaviour for Learning approach to managing discipline and promoting a positive climate within the school. This process is well embedded into practice used by all staff.

Chaplaincy

Our school chaplain works at Laidley District School 2 days per week. Roles of the chaplain include:

- Assisting students on the ropes course
- Assisting in sports programmes
- Managing before school breakfast club
- Organizing courses for students eg. Friends for Life, Chess Club

Special Education Program

Two full-time teachers manage the Special Needs program. These teachers perform the following roles.

- Individual assistance to verified students
- Facilitating an inclusive education program
- Managing teacher-aide programmes
- Liaising with parents of students with special needs
- Liaising with teachers
- Early Childhood Development Program (ECDP) – Support for children with disabilities prior to school age.

Parents indicate high levels of satisfaction with the education at this school and 100% satisfaction that their child likes being at this school.

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)	87%	100%	94%
• this is a good school (S2035)	97%	100%	94%
• their child likes being at this school* (S2001)	91%	94%	100%
• their child feels safe at this school* (S2002)	91%	94%	89%
• their child's learning needs are being met at this school* (S2003)	87%	100%	89%
• their child is making good progress at this school* (S2004)	87%	94%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	100%	94%
• teachers at this school motivate their child to learn* (S2007)	87%	100%	100%
• teachers at this school treat students fairly* (S2008)	90%	88%	94%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
• this school works with them to support their child's learning* (S2010)	90%	100%	94%
• this school takes parents' opinions seriously* (S2011)	80%	100%	88%
• student behaviour is well managed at this school* (S2012)	78%	82%	72%
• this school looks for ways to improve* (S2013)	83%	94%	89%
• this school is well maintained* (S2014)	94%	100%	100%

* 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)	95%	95%	93%
• they like being at their school* (S2036)	92%	88%	92%
• they feel safe at their school* (S2037)	93%	89%	91%
• their teachers motivate them to learn* (S2038)	97%	97%	97%
• their teachers expect them to do their best* (S2039)	97%	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	95%
• teachers treat students fairly at their school* (S2041)	84%	84%	87%
• they can talk to their teachers about their concerns* (S2042)	91%	85%	84%
• their school takes students' opinions seriously* (S2043)	93%	87%	82%
• student behaviour is well managed at their school* (S2044)	83%	78%	87%
• their school looks for ways to improve* (S2045)	98%	94%	94%
• their school is well maintained* (S2046)	93%	96%	92%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	95%	92%	97%

* 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)	89%	100%	98%
• they feel that their school is a safe place in which to work (S2070)	89%	100%	100%
• they receive useful feedback about their work at their school (S2071)	82%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	84%	77%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	89%	100%	100%
• student behaviour is well managed at their school (S2074)	75%	100%	100%
• staff are well supported at their school (S2075)	74%	100%	98%
• their school takes staff opinions seriously (S2076)	74%	100%	98%
• their school looks for ways to improve (S2077)	93%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	82%	97%	95%

* 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 Engagement

The importance of working with parents is paramount to raising student outcomes. Teachers recognize the importance of ensuring that parents know what is happening in class and the class and school expectations. To encourage parent engagement the following initiatives.

- Provide parent/teacher workshops targeting areas of need or interest such as student resilience, literacy and numeracy.
- Build learning partnerships between parents, school, students and community to enhance student learning through class dojo, regular class newsletters, regular parent/teacher meetings.
- Ensure that attendance is regular and reaches the school target of 95% through newsletter promotions, rewards and awards for attendance and calls to parents or students with poor attendance.

Community Engagement

At Laidley District we believe that partnerships and trust amongst our community lead to better outcomes for our school. The following initiatives have commenced to lead to better partnerships in the Laidley community.

- Encourage active participation in the school council and/or the P and C and encourage student participation in decision-making processes.
- Enhance the profile of the school.
- Collaboratively develop shared Vision and Values Statement.
- Build relationships with local early years services.
- Build networks to establish a community integrated student support/health/early childhood services hub, including child and family centres.

- Winner of Regional Showcase for outstanding work in community engagement.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The leadership team meet regularly to discuss potential harm to students and have enacted a swift process to alert authorities about harm or potential harm to students. The school promotes a no bullying policy and takes bullying seriously. Conflict resolution is promoted through the Positive Behaviour for Learning policy adopted by the school.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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
Short suspensions – 1 to 10 days	92	77	65
Long suspensions – 11 to 20 days	2	1	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

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.

Environmental footprint

Reducing this school's environmental footprint

Laidley District State School promotes environmental sustainability through education and its day-to-day practices. Staff members have awareness that to truly teach environmental sustainability it must be model. The school has engaged in preparing and implementing a sustainable environmental management program. Growth in school population and the addition of major facilities has led to increased energy over this period actions are in place to minimize energy use. The school has implemented the following systems to reduce its environmental footprint.

- Solar electricity
- Water storage systems with the capacity of over 50,000 L
- Ensuring air-conditioners are set to maximize output and energy consumption
- Ensuring lights are turned off when areas are not in use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	140,770	142,117	131,412
Water (kL)	205	83	531

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.

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.

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.

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

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

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	30	22	<5
Full-time equivalents	29	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	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	3	
Graduate Diploma etc.*	2	
Bachelor degree	29	
Diploma	0	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

Expenditure on and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$18038

The major professional development initiatives are as follows:

- Reading pedagogy
- Evidence based pedagogy
- Data analysis
- First Aid training
- Moderation
- Peer coaching
- UR Strong

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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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	93%	92%	91%
Attendance rate for Indigenous** students at this school	90%	88%	86%

* 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	93%	93%	91%
Year 1	92%	93%	91%
Year 2	94%	90%	91%
Year 3	91%	94%	90%
Year 4	93%	94%	93%
Year 5	93%	90%	90%
Year 6	93%	90%	89%

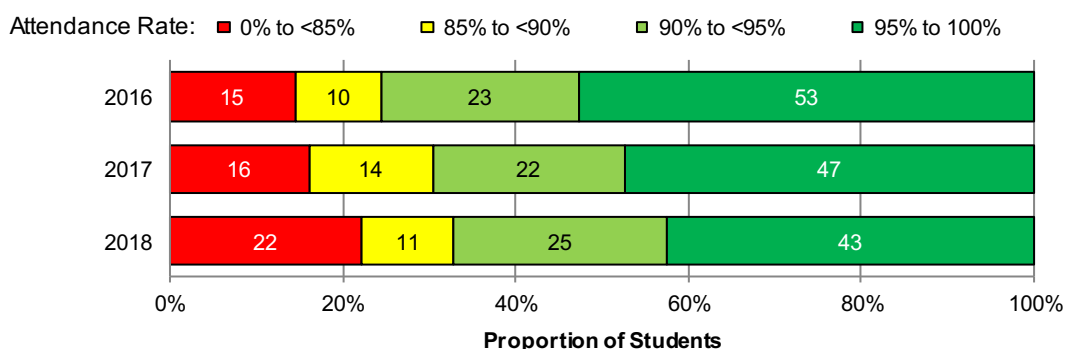
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice a day. Parents are required to contact the school in the case of absences. A note is sent home at the end of each week where non-notifications occur.

Rewards and awards are presented to students and classes with 100% attendance. Attendance is promoted through the newsletter and on weekly parade.

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.