



Laidley District State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Laidley District State School is situated between Ipswich and Toowoomba approximately 10 minutes off the Warrego Highway. It is integral to the Lockyer Valley. In the year 2000, Laidley District State School was formed as a result of combining Laidley North State School and Laidley South State School. The school boasts impressive facilities and a unique high and low ropes course the likes of which is not found in any other State Primary School in Queensland.

Our vision of the well-educated child in the 21st century is a confident, independent thinker who has a love of learning, is socially cooperative and a competent participant in the community, is metacognitively aware of themselves in a global society, is an informed problem solver and decision maker and is an empathetic and effective communicator.

Principal's Foreword

Introduction

The Laidley District community have always demonstrated a high sense of pride in its school. All members of the staff take pride in their work and in the school itself.

This report identifies the goals of the school, its direction, its achievements, and the community's perspective on the performance of the school. Whether you are a present member of the Laidley District State School community, a prospective member, or just an interested reader, I am sure that you will identify the many strengths of the school and see the value of the hard work of many and the great results we achieve.

I am always happy to speak to people about the direction, achievements and advantages of education at Laidley District State School, should you have further questions after reading this report.



Chris Muir

Principal

School Progress towards its goals in 2016

1. Reading
 - a. Two literacy coaches work across the school to assist teachers to implement evidence-based reading pedagogy strategies.
 - b. Data drives reading strategies for every child. A culture of data has been implemented over 2016.
 - c. Reading sessions before school are targeted to specific students.
 - d. Improved reading NAPLAN results compared to to last 5 years. (Year 3 reading up by 46 points, year 5 reading minor gains)

2. Positive Behaviour for Learning
 - a. A full-time behaviour coach worked with teachers to develop a positive behaviour culture in classrooms and playground
 - b. Positive Behaviour for Learning Practices were fully embedded in school practice.

Future Outlook

Reading

Targets

- 90% of students achieve minimum p.m. benchmarks from Prep to Year 6
- 30% of students achieve U2B in reading
- 90% of students at or above NMS in reading (NAPLAN)
- Reading Framework is established and embedded.

Strategies

- Embed a shared understanding and pedagogical practice of the 5 reading procedures. i.e. 1. Guided Reading; 2. Modelled Reading; 3. Shared Reading; 4 Reading aloud to students; 5. Independent Reading
- Embed comprehension strategies into classroom reading procedures.
- Use the reading procedures as a focus for instructional leadership to build teacher capacity through observation and feedback.
- Embed big 6 through coaching, mentoring, WOW (Watching others work) and Professional Development.
- Embed consistent school wide practice in the use of comprehension strategies and the teaching of these strategies that allow access to the question types.
- Embed the teaching of vocabulary using STRIVE elements
- Focus on indicative Middle and Upper two bands in reading through NAPLAN pretesting in years 2 and 4
- Establish a NAPLAN plan which will target specific grades and strategies required for success on the test. The plan will provide impetus and motivation for success from students and teachers.

Engaging the community and building community partnerships

Targets

- Parent SOS indicates greater than 90% satisfaction with "Parents have input into school decision making."
- Parent SOS indicates 100% satisfaction around communication.
- Parents can list the school's key expectations for behaviour, attendance and homework.
- Attendance rate is at least 95% average across the year.
- Work on a shared vision and values statement has commenced.
- There are mechanisms to build relationships with relevant members of the community.

Strategies

- Build relationships with local early years services.
- Provide parent/teacher workshops targeting areas of need or interest such as student resilience, literacy and numeracy.
- Build networks to establish a community integrated student support/health/early childhood services hub, including child and family centres.
- 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.
- Ensure that attendance is regular and reaches the school target 95%.
- Collaboratively develop shared Vision and Values Statement.
- Build learning partnerships between parents, school, students and community to enhance student learning.

Positive Behaviour for Learning

Targets

- Positive Behaviour for Learning strategy is embedded across, school.
- School Disciplinary Absences are reduced to fewer than 35 per year.
- Student Opinion Survey data indicates parent satisfaction with behaviour management is above 90%.
Teacher Student Opinion Survey data indicates that 95% or more of staff are satisfied with the way in which behaviour is managed.

Strategies

- Refine current Positive Behaviour for Learning Strategy.
- Refine and implement the responsible behaviour plan collaboratively with the PBL team.
- Embed PBL strategy across the school.
- Align parent and community engagement initiatives, (See Parent and Community engagement priority) with the PBL strategies and actions.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	466	231	235	60	86%
2015*	380	191	189	39	85%
2016	390	180	210	44	88%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Laidley District School had an enrolment of 374 students in 2016. The school ICSEA score of 913 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 8% 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.

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.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	22
Year 4 – Year 7	23	29	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

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 2016 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

Gala Days and inter-school sport programmes are run throughout the year. The school promotes resilience, and teamwork through it's sports programmes.

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.

Playgroup

The Laidley Playgroup is for mums 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 4 computers.

Teachers use data projectors and interactive whiteboards as part of everyday teaching practice.

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.

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

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	98%	100%	87%
this is a good school (S2035)	95%	90%	97%
their child likes being at this school* (S2001)	98%	95%	91%
their child feels safe at this school* (S2002)	100%	95%	91%
their child's learning needs are being met at this school* (S2003)	88%	95%	87%
their child is making good progress at this school* (S2004)	95%	95%	87%
teachers at this school expect their child to do his or her best* (S2005)	98%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	87%
teachers at this school motivate their child to learn* (S2007)	95%	95%	87%
teachers at this school treat students fairly* (S2008)	95%	81%	90%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	94%
this school works with them to support their child's learning* (S2010)	93%	95%	90%
this school takes parents' opinions seriously* (S2011)	89%	86%	80%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	80%	81%	78%
this school looks for ways to improve* (S2013)	95%	86%	83%
this school is well maintained* (S2014)	95%	95%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	90%	95%
they like being at their school* (S2036)	93%	90%	92%
they feel safe at their school* (S2037)	94%	85%	93%
their teachers motivate them to learn* (S2038)	96%	92%	97%
their teachers expect them to do their best* (S2039)	99%	93%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	86%	96%
teachers treat students fairly at their school* (S2041)	93%	80%	84%
they can talk to their teachers about their concerns* (S2042)	88%	89%	91%
their school takes students' opinions seriously* (S2043)	95%	86%	93%
student behaviour is well managed at their school* (S2044)	84%	78%	83%
their school looks for ways to improve* (S2045)	96%	95%	98%
their school is well maintained* (S2046)	94%	86%	93%
their school gives them opportunities to do interesting things* (S2047)	96%	85%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	82%	90%	89%
they feel that their school is a safe place in which to work (S2070)	84%	94%	89%
they receive useful feedback about their work at their school (S2071)	82%	84%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	85%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	97%	89%
student behaviour is well managed at their school (S2074)	93%	87%	75%
staff are well supported at their school (S2075)	60%	71%	74%
their school takes staff opinions seriously (S2076)	67%	71%	74%
their school looks for ways to improve (S2077)	93%	90%	93%
their school is well maintained (S2078)	98%	97%	100%
their school gives them opportunities to do interesting things (S2079)	88%	81%	82%

* 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

At Laidley District State School we recognize the importance of engaging with Parents and Community. The distinction between the two is broken down below.

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 95% through newsletter promotions, rewards and awards for attendance, 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.

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.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	23	42	92
Long Suspensions – 6 to 20 days	0	0	2
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal



decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	132,119	165
2014-2015	130,331	169
2015-2016	140,770	205

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	32	21	<5
Full-time Equivalent	30	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	2
Bachelor degree	29
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$26,514

The major professional development initiatives are as follows:

- Reading pedagogy
- Play is The Way
- Evidence based pedagogy
- Data analysis
- First Aid training
- Teaching of spelling
- Moderation
- Peer coaching

The proportion of the teaching staff participating is 100%

Staff Attendance and Retention

Staff attendance



AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	92%	90%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

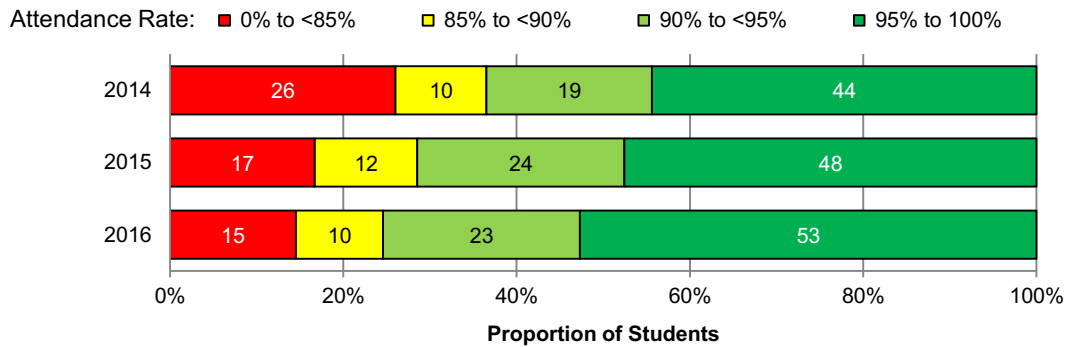
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	88%	89%	92%	92%	90%	92%	88%					
2015	93%	93%	91%	91%	92%	93%	90%						
2016	93%	92%	94%	91%	93%	93%	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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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 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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Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

