

St Lawrence State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	PO Box 22 St Lawrence 4707
Phone:	(07) 4956 9134
Fax:	(07) 4956 9270
Email:	principal@stlawrenss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	James Morley (Principal)

School Overview

St Lawrence caters for children from P-6 in a small, caring, family environment. Our school's purpose is to provide an educational environment which empowers individuals, by giving them knowledge, skills and confidence to reach their potential. We wish to encourage students to become life long learners, supporting students' creativity and enjoyment of learning. Education needs to be current and relevant as well as future orientated. Students have the benefit of a small classroom where teachers carefully monitor children's individual learning journeys. We encourage all to take an active role in modelling and moulding suitable school values to promote active citizenship and equitable learning experiences. St Lawrence provides creative and current curriculum, based around Essential Learnings, bolstered with the good use of current technologies to best enhance and extend children's knowledge. We want students to be active, inquisitive and caring citizens. Our school motto is 'Knowledge, Truth, Honesty.'

Principal's Forward

Introduction

St Lawrence State School has had many successes in 2016 that we as a school are proud of. We have initiated many wonderful programs to improve our academic achievements and our community involvement. 2016 was a successful year for our school.

St Lawrence has always had a culture of high expectations and an enviable student to staff ratio to work toward this. In 2016, a greater focus was put into developing individual student goals with measurable progress to ensure our students could visualise and recognise their own achievements. Students were given regular one-on-one attention on a daily basis to build reading and comprehension skills with the utilisation of programs such as CARS and STARS, Jolly Phonics and Words Their Way as well as opportunities to read to volunteers from the community. Our students have shown clear progress in their reading capabilities. This is supported by student gains in NAPLAN testing and regular data collection.

Our involvement and interaction with community has improved significantly. We held a number of events in 2016 to invite the community into the school and help our students connect with wider society. St Lawrence State School had such events as:

- ANZAC Day ceremony for the township of St Lawrence
- Seniors Day High Tea
- Christmas in June
- Cross Country Carnival
- Under 8's Day
- Parent And Children Time (PACT) sessions
- End Of Year Awards Nights
- Christmas Fair

We have also invested in the purchase of school bus to assist students of St Lawrence with the tyranny of distance and allow greater opportunities for our students. Students will now be able to access a range of opportunities outside of St Lawrence. This will allow for swimming lessons, athletics participation, excursions and camps into the future that have not currently been available for students.

This report contains our progress and results from 2016 as well as our future outlook in 2017.

School Progress towards its goals in 2016

This table are colour coordinated. Please follow the key below.

	Not accomplished
	Working with
	Accomplished

Exposing students to a range of strategies to enhance skills in comprehension

Actions	Targets	Timelines	Responsible Officer/s
Operate and co-ordinate reading support sessions for parents and carers each term.	Regular parent attendance	End of each term	Principal
Daily sessions including individual reading, vocabulary and spelling	All students reading one-on-one, twice/day. 100% of students making relative gain in NAPLAN resits and actual examinations.	End of each term	Principal, Teachers' Aide
Students are exposed to a wide range of reading opportunities, including home reading, reading for pleasure, modelled reading and group reading.	100% of students completing 1 reading log each week	End of each week	Principal

Establishing a culture of improving writing by continuous feedback, exposure and practice.

Actions	Targets	Timelines	Responsible Officer/s
Explicitly teach writing strategies in modelled, joint and independent writing lessons by referencing <i>The Writing Book</i> by Sheena Cameron and Louise Dempsey and <i>Seven Steps to Writing Success</i> by Jan McVeity.	100% of students showing relative gains in NAPLAN resits/practice and actual examinations.	End of each term	Principal Teachers' Aide
Conduct on-demand writing 4 days per week	Students improving quantity of writing.	End of each week	Principal
Coach students to give and receive feedback surrounding their writing	100% of students making informed changes during editing phases of writing.	End of each term	Principal

Developing a culture that embraces challenges and efficiency surrounding mathematics by continuous feedback, exposure and practice.

Actions	Targets	Timelines	Responsible Officer/s
Continual implementation of EI lessons in mathematics with warm up to improve automaticity.	100% of lessons preceded by warm-up	End of year	Principal
Implementing Polya's Think Board into everyday problem solving and utilising Natural Maths <i>Mental Computation</i> skills	100% of students making relative gains in NAPLAN resits, practice and actual examinations.	End of each term	Principal
Operate sessions for parents and carers to work with the Think Board and Mental Computation skills to aid their child.	Regular Parent Attendance	End of each term	Principal

Promoting a community culture that *Every Day Counts*

Actions	Targets	Timelines	Responsible Officer/s

Case manage each student	100% of students at 93% attendance	End of year	Principal
Promote importance of regular attendance on electronic sign and newsletter as well as in-class reward systems.	100% of students at 93% attendance	End of year	Principal

Establishing productive and strategic community partnerships including industry and council to engage in decision-making.

Actions	Targets	Timelines	Responsible Officer/s
Create opportunities to connect with the community	One school-based event/term	End of each term	Principal P&C
Regular meetings with key stakeholders from community, industry and council	Monthly meeting with council	End of each month	Principal
Encourage community and council participation in the P&C	Monthly meetings in P&C	End of each month	Principal P&C

Future Outlook

Strategy: Exposing students to a range of strategies to enhance skills in reading comprehension			
Actions	Targets	Timelines	Responsible Officer/s
Operate and co-ordinate reading support sessions for parents and carers each term.	100% parent attendance	End of each term	Principal
Daily sessions including individual reading, vocabulary and spelling	All students reading one-on-one, twice/day. 100% of students making relative gain in NAPLAN resits and actual examinations.	End of each term	Principal, Teachers' Aide
Students are exposed to a wide range of reading opportunities, including home reading, reading for pleasure, modelled reading and group reading.	100% of students completing 1 reading log each week	End of each week	Principal
Strategy: Establishing a culture of improving writing by continuous feedback, exposure and practice.			
Actions	Targets	Timelines	Responsible Officer/s

Explicitly teach writing strategies in modelled, joint and independent writing lessons by referencing <i>Seven Steps to Writing Success</i> by Jan McVeity.	100% of students showing relative gains in NAPLAN resits/practice and actual examinations.	End of each term	Principal Teachers' Aide
Conduct on-demand writing 3 days per week	Students improving quantity of writing.	End of each week	Principal
Coach students to give and receive feedback surrounding their writing	100% of students making informed changes during editing phases of writing.	End of each term	Principal

Strategy: Enhancing early years literacy development

Utilising Jolly Phonics as a whole school program to develop letter-sound recognition.	100% of prep students identifying letters and applying this to their reading Gain as measured by Literacy Continuum	End of term 4	Principal Teachers' Aide
Building expert teaching team through Jolly Phonics professional development	Consistent understanding of Jolly Phonics program and progression	End of term 1	Principal Teachers' Aide
Begin exploring phonological development through Michael Haggerty's Phonemic Awareness activities	Students recognising syllabification/blending/segmenting in words.	End of Term 2	Principal Teachers' Aide
Accessing a Speech Language Therapist weekly to develop students' pronunciation skills to better equip students to spell/segment/blend and access their reading.	100% of students involved showing growth in articulation screeners.	End of Term 4	Speech-Language Therapist Principal

Strategy: Developing a culture that embraces challenges and efficiency surrounding mathematics by continuous feedback, exposure and practice.

Actions	Targets	Timelines	Responsible Officer/s
Use of online resources to engage and build automaticity with number facts	100% of students showing age-appropriate understanding of facts	End of year	Principal

Implementing Polya's Think Board into everyday problem solving	100% of students making relative gains in NAPLAN resits, practice and actual examinations.	End of each term	Principal
Operate sessions for parents and carers to work with the Think Board and Mental Computation skills to aid their child.	66% of parent attendance	End of each term	Principal
Strategy: Promoting a community culture that <i>Every Day Counts</i>			
Actions	Targets	Timelines	Responsible Officer/s
Case manage each student	100% of students at 94% attendance	End of year	Principal
Promote importance of regular attendance on electronic sign and newsletter as well as in-class reward systems.	100% of students at 94% attendance	End of year	Principal
Strategy: Establishing productive and effective pathways to school			
Actions	Targets	Timelines	Responsible Officer/s
Support an E-Kindy pod to encourage early year's education through supply of resources	Weekly Kindy session to be held on school grounds.	End of each term	Principal
Further develop PACT as a pre-school aged program inviting parents and younger children into the school.	Fortnightly meeting and regular attendance of 10 children.	End of each month	Principal Chaplain
Encourage community and council participation in the P&C	Monthly meetings in P&C	End of each month	Principal P&C

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	8	1	7		64%
2015*	10	3	7		78%
2016	6		6		100%

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

St Lawrence State School offers a multi-age class from prep-year six. The majority of the students are boys with most children living in the small township. The other children live on small properties nearby. Many of the parents work in the Isaac Shire Council or in various mines in the region. The population of the school is transient with several families moving back and forth within the community.

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 6	8	10	5

*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

St Lawrence State School caters for children in a multi-age classroom setting, focusing on the Australian Curriculum and Key Learning Areas based on the 'Essential Standards' as required by Education Queensland.

- Multi-age classroom setting
- Information Technologies
- Camps and Excursions providing real life learning experiences
- A caring and supportive learning environment focused on catering for individuals
- Individual speech programs
- Individual learning support programs
- RREAP projects and activities

Co-curricular Activities



Despite St Lawrence State School being located in a remote township, students are offered some excellent opportunities to participate in a wide range of extra-curricular activities, including:

- School camp
- Clean Up Australia Day
- St Lawrence Wetlands Day
- Swimming lessons by an approved instructor
- Sporting opportunities
- Under 8's Day

How Information and Communication Technologies are used to Assist Learning

Students use Information and Communication Technologies (ICT) to communicate and collaborate, enhancing their skills to match what will be required as digital citizens in the 21st century. Students are expected to be able to create animations, make music, publish documents, calculate solutions, represent data and interact with one another.

With a 1:1 ration of students to devices (PCs and iPads) students are best placed to experience and achieve using the technology at their fingertips.

A 4 year replacement schedule ensures that all PCs remain under warranty with problems quickly addressed.

Social Climate

Overview

St Lawrence State School provides a friendly environment that caters for all students and parents including strategies for inclusive practices and bullying. Staff are continuing to build positive relationships with students and parents. Being a small school, students socialise with all age groups. Students are aware of our Responsible Behaviour Plan and reflect on their behavior throughout the year. Programs for special needs, social skills, learning support and speech are implemented into the daily curriculum to cater for individual learning needs.

Parent, Student and Staff Satisfaction

Parent opinion survey

School feedback indicates the community is generally happy with the school.

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)		DW	DW
this is a good school (S2035)		DW	DW
their child likes being at this school* (S2001)		DW	DW
their child feels safe at this school* (S2002)		DW	DW
their child's learning needs are being met at this school* (S2003)		DW	DW
their child is making good progress at this school* (S2004)		DW	DW
teachers at this school expect their child to do his or her best* (S2005)		DW	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		DW	DW
teachers at this school motivate their child to learn* (S2007)		DW	DW
teachers at this school treat students fairly* (S2008)		DW	DW
they can talk to their child's teachers about their concerns* (S2009)		DW	DW
this school works with them to support their child's learning* (S2010)		DW	DW
this school takes parents' opinions seriously* (S2011)		DW	DW
student behaviour is well managed at this school* (S2012)		DW	DW
this school looks for ways to improve* (S2013)		DW	DW
this school is well maintained* (S2014)		DW	DW

Student opinion survey

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

Staff opinion survey

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

Parent and community engagement

Parents are an integral part of our school community and they are continually invited to be active participants in their children's education. Grandparents and extended family members are also involved. St Lawrence State School staff encourages community members to work with children during various projects. The parents are involved in a wide range of activities with the students including individual reading, school camp, excursions, school sporting events and activities involving the school curriculum. The St Lawrence State School P&C work towards identified school projects throughout the year. Some events helped by the P&C in 2016 were

- Raffles
- Cross Country
- Christmas Fair
- Music Nights
- Seniors' Day
- Christmas in June
- Funding to support school camp

Respectful relationships programs

St Lawrence State School recognizes the importance of respectful relationships in our school and community. By utilising the Australian Curriculum and resources accompanying the Health curriculum, students are educated about healthy, respectful relationships and taught skills to develop in this area. We also utilize our chaplain who runs weekly sessions aimed at different age groups to discuss social emotional wellbeing, managing conflict and finding a positive solution for all parties. Our chaplain also extends this service to all staff and is offered to the community as well.

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

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	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	2,331	0
2014-2015	5,675	
2015-2016	6,757	

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	2	3	0
Full-time Equivalents	1	1	0

Qualification of all teachers

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

*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 \$16,673.32.

The major professional development initiatives are as follows:

- Principal Induction – Brisbane
- Central Queensland Principal Conference – Gladstone
- Seven Steps in Writing Success
- Positive Schools Conference – Brisbane
- Anita Archer – Teaching of Reading/Writing
- National School Improvement Tool
- Financial Budget Planning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	100%

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 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:

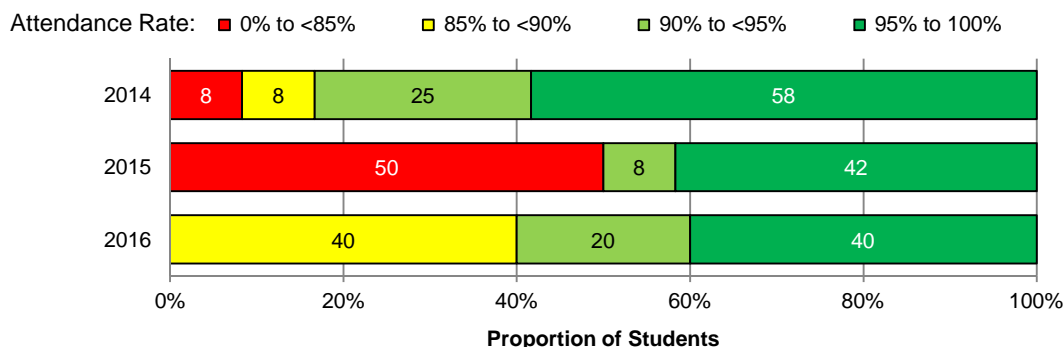
STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	86%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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%.

Student Attendance Distribution

The proportions of students by attendance range:



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	93%	94%	97%		93%	93%	DW						
2015	DW	DW	88%	89%		83%	85%						
2016		DW	DW	DW	DW		DW						

*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.

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.

At St Lawrence State School the classroom roll is marked twice a day at 8.30am and 1.30pm. Parents and guardians are made aware that they will be contacted by 10am each day by telephone or text message if their child's absence has not been explained. Regular advertising of school attendance and rewarding of high attendance are used as incentives to build their attendance rates.

NAPLAN

Due to smaller numbers in year 3 and 5 during the 2016 school year, My School indicates that Data has been withheld. Internal monitoring and summative testing supports our schools focus on writing. Our students are showing continued gain at or above expected levels as a trend over the past three year.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

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 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.