

# St Lawrence State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

At St Lawrence State School we strive to cater for each individual student's needs by ensuring the curriculum can be differentiated to support students of all learning styles. This is paramount to ensure that every student is succeeding in our school. Within this report are the highlights of our progress towards our ultimate goal of giving students the skills and capabilities to be successful and lifelong learners. This report will also outline our future directions. St Lawrence State School community recognizes the importance of preparing our children with values that build on what children already know and want to know, preparing them for their diverse futures. We wish to motivate children to become lifelong learners and have a dedication to making learning engaging, rewarding and relevant to achieve this overall goal. This report can also be accessed at the school office.

### School progress towards its goals in 2015

#### Improve Reading Comprehension

- Operate and co-ordinate reading support sessions for parents and carers on a monthly basis.
- Daily sessions including individual reading, vocabulary and spelling. Wendy Counsell,
- Conduct reading assessments including PM, Probe, Naplan pre-sits and PAT-R. Robert Stewart
- Students are exposed to a wide range of reading opportunities including home reading, group reading, reading on demand, reading for information and reading for pleasure.

#### Improve sentence structure, genre, grammar and punctuation

- Explicitly teach writing strategies in modelled, joint and independent writing lessons with punctuation referencing *The Writing Book* by Sheena Cameron and Louise Dempsey
- Instruct and supervise student moderating their own work against provided marking guide.
- Provision of coaching and feedback for the provision of writing explicit instruction lessons.
- Conduct on-demand writing 4 days per week.

#### Improve numeracy data with a focus on individual year-on-year improvement

- Utilise CQR benchmarks, Naplan pre-sits and tests, PAT Maths, classwork and inform teaching and identify individual student progress and areas requiring improvement.
- Continual implementation of EI lessons in Mathematics, along with appropriate warm-ups to aid automaticity.

#### Increase A-C achievement data in English & Mathematics in Prep-6.

- Establish Individual Curriculum Plans for students who are not achieving at or above the benchmark in literacy and numeracy.
- Provide regular feedback to parents of individual student curriculum priorities and progress.

#### Embed use of explicit teaching practices

- Access PD for staff and Principal in the areas of profiling, essential skills and Support-a-Writer.
- Implement Level 1 SWPBS with support from district office.
- Involve staff in collaboration and moderation.
- Access Pedagogical Coach to assist in the alignment of pedagogical practices.

#### Productive partnerships with school and wider community

- Provide opportunity for parents to attend school-facilitated sessions on reading, writing and

- Kidsmatter.
- Communicate regularly with parents and community through various methods including newsletter, e-mail, texts, school sign and website.

### Future outlook

#### 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.	66% 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.	66% of 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

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	10	2	8		89%
2014	8	1	7		64%
2015	10	3	7		78%

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 2015, 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:

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	10	8	10
Year 4 – Year 7 Primary			
Year 7 Secondary – 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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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.

## Curriculum delivery

### Our approach to curriculum delivery

St Lawrence State School caters for children in a multi-age classroom setting, focussing 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

### Extra curricula 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-curricula 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 improve 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 21<sup>st</sup> 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

St Lawrence State School provides a friendly environment that caters for all learning needs. 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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%		DW
this is a good school (S2035)	100%		DW
their child likes being at this school (S2001)	100%		DW
their child feels safe at this school (S2002)	100%		DW
their child's learning needs are being met at this school (S2003)	100%		DW
their child is making good progress at this school (S2004)	100%		DW
teachers at this school expect their child to do his or her best (S2005)	100%		DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%		DW
teachers at this school motivate their child to learn (S2007)	100%		DW
teachers at this school treat students fairly (S2008)	75%		DW
they can talk to their child's teachers about their concerns (S2009)	100%		DW
this school works with them to support their child's learning (S2010)	100%		DW
this school takes parents' opinions seriously (S2011)	100%		DW
student behaviour is well managed at this school (S2012)	100%		DW
this school looks for ways to improve (S2013)	100%		DW
this school is well maintained (S2014)	100%		DW

Performance measure	2013	2014	2015
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	100%		DW
they like being at their school (S2036)	100%		DW
they feel safe at their school (S2037)	100%		DW
their teachers motivate them to learn (S2038)	100%		DW
their teachers expect them to do their best (S2039)	100%		DW
their teachers provide them with useful feedback about their school work (S2040)	100%		DW

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	100%		DW
they can talk to their teachers about their concerns (S2042)	100%		DW
their school takes students' opinions seriously (S2043)	100%		DW
student behaviour is well managed at their school (S2044)	100%		DW
their school looks for ways to improve (S2045)	100%		DW
their school is well maintained (S2046)	100%		DW
their school gives them opportunities to do interesting things (S2047)	100%		DW

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	75%	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%	75%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
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%	75%	100%
their school takes staff opinions seriously (S2076)	75%	75%	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%

# '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. Father's Day Bowls is a popular event and gives our students the opportunity to demonstrate their appreciation. The parents at St Lawrence State School are very active in their support via the P&C and are continually raising money for school projects throughout the year. Some events helped by the P&C in 2014 were

- Raffles
- Cross Country
- Christmas Fair
- Big-screen movie nights

## Reducing the school's environmental footprint

St Lawrence State School uses solar panels as a renewable source of energy and takes energy-saving measures to reduce its environmental impact.

Environmental footprint indicators		
Years	Electricity kWh	Water kL

2012-2013	0	0
2013-2014	2,331	0
2014-2015	5,675	

\*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.

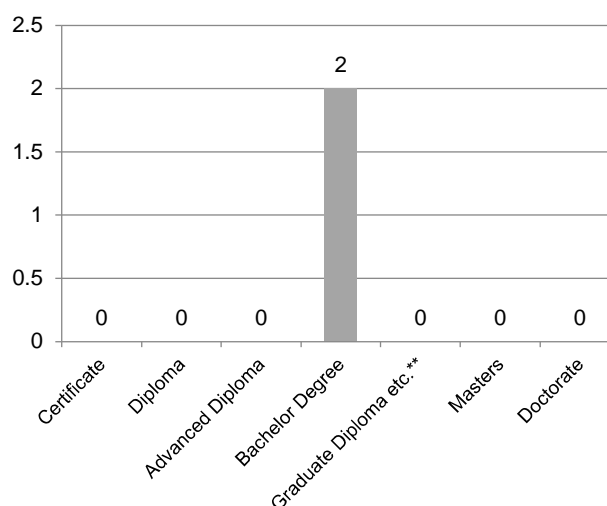
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	1	1	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>2</b>



\*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 2015 were \$6080.74.

The major professional development initiatives are as follows:

- The Writing Book – Sheena Cameron Workshops
- Oral Language Sessions – Sue Galletly
- Principal Conference – Brisbane

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	100%	99%	99%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 29% of staff was retained by the school for the entire 2015 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

Where it says '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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	94%	86%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	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
2013	93%	91%	DW	DW	DW	DW	DW	DW					
2014	93%	94%	97%		93%	93%	DW						



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

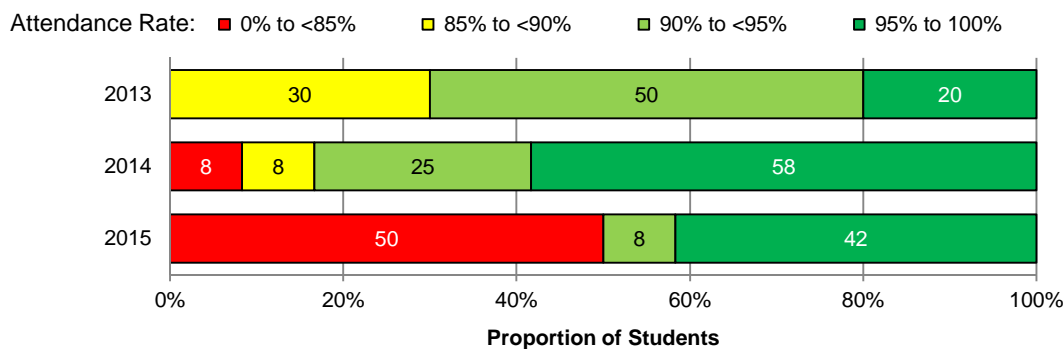
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	DW	DW	88%	89%		83%	85%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

At St Lawrence State School the classroom roll is marked twice a day, once in the morning and once in the afternoon. Parents and guardians are aware that they need to contact the school by phone or in person to explain any absences. After three days of absences, the parents are phoned for an interview about their child's absence.

### 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.

## Find a school

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Sector:

Government

Non-government

Where it says '**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.