DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

St Lawrence State School  
Queensland State School Reporting  
2013 School Annual Report

<table>
<thead>
<tr>
<th>Postal address</th>
<th>PO Box 22 St Lawrence 4707</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(07) 4956 9134</td>
</tr>
<tr>
<td>Fax</td>
<td>(07) 4956 9270</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:the.principal@stlawrenss.eq.edu.au">the.principal@stlawrenss.eq.edu.au</a></td>
</tr>
</tbody>
</table>

**Principal’s foreword**

**Introduction**

We are pleased to present you the St Lawrence State School’s annual report for 2012 with highlights of our progress towards the goals set for the year and also our future directions are outlined in this report. The information contained in this report reflects our School’s purpose, which is to provide an opportunity for students to gain knowledge and experiences that will assist them to become lifelong learners. St Lawrence State School Community recognises the importance of preparing children with information, key skills and values that build on what children already know and want to know and prepares them for their diverse futures. It is important that the curriculum is flexible and supportive of the needs of all students. We wish to motivate children to become lifelong learners and have a dedication to making learning fun, interesting and relevant to achieve this overall goal. This report can also be accessed at the school office.

**School progress towards its goals in 2013**

**Embed use of explicit teaching practices**
- Use explicit teaching strategies in literacy and numeracy-based lessons to transfer from short-term to long-term memory creating automaticity, ensure understanding and to inform teaching

**Continue to implement Australian Curriculum in Mathematics, English, Science and History**
- Utilise a combination of C2C units and P-7 units to implement the Australian Curriculum
- Follow Small Schools Science program incorporating National Curriculum

**Improve literacy and numeracy data**
- Draft and implement document that defines and provides classroom context for the following Reading Procedures:
- Teach students why each procedure is used and incorporate all forms directly in reading groups and reading lessons
- Professional Development in First Steps: Reading
- Use Teaching Reading Comprehension Strategies by Sheena Cameron to explicitly instruct students on the key strategies:

**Enhance productive school community partnerships with focus on student wellbeing**
- Implement School-wide Positive Behaviour Support with focus on explicit teaching of behavioural expectations and positive acknowledgement
- Implement Kidsmatter program, jointly facilitated by School Chaplain Kari Morphy to engage and empower students in line with the Learning and Wellbeing Framework
- Update school documents to enable creation of Websites for Schools (WFS) site, enabling greater communication between school and home

Contact Person  
Mr Rob Stewart (Principal)
Future outlook

**Improve Reading Comprehension**

**Actions**

Implement CQ Reading Framework

Professional Development in How to teach reading to align classroom practices and increase capability

Use Teaching Comprehension Strategies by Sheena Cameron to explicitly instruct students on the key strategies

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

**Actions**

Explicitly teach writing strategies in modeled, joint and independent writing lessons with punctuation referencing The Writing Book by Sheena Cameron and Louise Dempsey

Explicit teaching of sentence structure referencing An Easy Guide to Writing by Pamela Dykstra. The Bike analogy uses a concrete example that students are relating to.

Explicit teaching of grammar in co-ordination with teaching sequence of The Bike strategy for sentence structure

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

**Actions**

Implement and maintain strong RRR routines to reinforce number facts

Analyse PAT-M, NAPLAN and CQ Benchmarks to student data to inform teaching

**Embed use of explicit teaching practices**

**Actions**

Hold planning meetings with Mr. Kennedy to discuss progress of Science, History/Geography and HPE.

Implement a coaching culture with planned visits to complement existing observations, with a focus on Explicit Instruction.

**School community partnerships**

**Actions**

Maintain School-wide Positive Behaviour Support with focus on explicit teaching of behavioural expectations and positive acknowledgement

Further implement Kidsmatter in partnership with School Chaplain Kari Morphy to engage and empower, develop resilience and empathy within students in line with the Learning and Wellbeing Framework

Enhance school and wider-community communication through website, The Bulletin, QSchools app and revitalised school sign

**Continue to implement Australian Curriculum**

**Actions**

Use of multi-age P-7 units for Mathematics, English and Geography, along with Small Schools Science Program and History units mapped to Australian Curriculum.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>11</td>
<td>3</td>
<td>8</td>
<td>63%</td>
</tr>
<tr>
<td>2012</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>10</td>
<td>2</td>
<td>8</td>
<td>89%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

St Lawrence offers a multi-age class from Prep to Year Seven. Majority of students are boys, with most children living in the small township. The other children live outside on properties. A small proportion of our students have identified learning difficulties. 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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>9</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
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 environment
- 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

Even though St Lawrence is 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
- Wetlands Day
- Swimming lessons by an approved instructor
- Sporting opportunities
- Marlborough Show
- CWA International Day
- Under 8’s Celebrations
- Golf Lessons offered by a qualified Coach from Greg Norman Golf Foundation
- RREAP supported Curriculum Initiatives such as Dance Fever

How Information and Communication Technologies are used to assist learning

Students use Information Communication Technologies to communicate and collaborate, enhancing their skills to match that which 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, as well as students and experts across the country.

With a 1:1 ratio of students to devices (PCs, interactive whiteboards 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 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 socialize with all age groups. Students are aware of our Responsible Behaviour Plan for Students and reflect on their behaviour 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.
Our school at a glance

St Lawrence SS is a Kidsmatter school and believes that a focus on student wellbeing is at the heart of student achievement. With the assistance of a school chaplain, students are guided to adopting the personal and social skills required at their stage of development. A positive learning environment is achieved through School wide Positive Behaviour Support (SWPBS) where expectations are taught, modelled and positively acknowledged.

Bullying Strategies
- Careful management by the teacher
- Good classroom practice where children work in groups, considering different points of view and working co-operatively with others from both genders and varied ethnic backgrounds
- Good practice of providing information to pupils through lessons in personal, health and social education
- Befriending or the buddy system
- Social skilling lessons

Parent, student and staff satisfaction with the school

The 2012 School Opinion Student, Parent and Staff data was withheld due to a small cohort. Parents express satisfaction with the school, its facilities and the staff who work at St Lawrence State School.

Performance measure *(Nationally agreed items shown*)

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

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>DW</td>
<td>DW</td>
</tr>
</tbody>
</table>
Our school at a glance

they feel safe at their school* (S2037)  DW  DW
their teachers motivate them to learn* (S2038)  DW  DW
their teachers expect them to do their best* (S2039)  DW  DW
their teachers provide them with useful feedback about their school work* (S2040)  DW  DW
teachers treat students fairly at their school* (S2041)  DW  DW
they can talk to their teachers about their concerns* (S2042)  DW  DW
their teachers expect them to do their best* (S2039)  DW  DW
their teachers treat students fairly at their school* (S2041)  DW  DW
they can talk to their teachers about their concerns* (S2042)  DW  DW
the school takes students’ opinions seriously* (S2043)  DW  DW
student behaviour is well managed at their school* (S2044)  DW  DW
their school looks for ways to improve* (S2045)  DW  DW
their school is well maintained* (S2046)  DW  DW
their school gives them opportunities to do interesting things* (S2047)  DW  DW

Performance measure

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

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

6 Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

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 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 was a popular event and gave our students the opportunity to demonstrate their appreciation. The parents at St Lawrence are very active in their support via the P&C and are continually raising money for school projects and resources throughout the year. Some events helped by the P&C in 2013 were:

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

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

With the installation of solar panels, the planting of trees and the maintenance of the school vegetable garden students are aware of their environmental footprint and continue to work to reduce their footprint through the education of themselves and others.

<table>
<thead>
<tr>
<th></th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>10,183</td>
<td>0</td>
</tr>
<tr>
<td>2011-2012</td>
<td>11,538</td>
<td>0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>6323</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2013 Workforce Composition</th>
<th>Teaching Staff *</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>2</td>
</tr>
<tr>
<td>Graduate Diploma etc.</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

* Teaching Staff includes School Leaders
** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $5838.00.

The major professional development initiatives are as follows:

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

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance</td>
<td>97%</td>
<td>98%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

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

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

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

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage).

87%  
91%  
92%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>Year 2</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>Year 3</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>Year 4</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>Year 5</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>Year 6</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>Year 7</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>Year 8</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>Year 9</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>Year 10</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>Year 11</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>Year 12</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

St Lawrence State School is a firm believer that 'every day counts' and actively encourages high-attendance from all students. The need for high-attendance is paramount in the pursuit of improved student learning outcomes and this message is communicated through newsletters, the website and two-way communication between school and home.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate:  
- 0% to <85%  
- 85% to <90%  
- 90% to <95%  
- 95% to 100%

2011

- 9% 0% to <85%
- 45% 85% to <90%
- 36% 90% to <95%
- 9% 95% to 100%

2012

- 25% 0% to <85%
- 50% 85% to <90%
- 25% 90% to <95%
- 20% 95% to 100%

2013

- 30% 0% to <85%
- 50% 85% to <90%
- 20% 90% to <95%
- 25% 95% to 100%

* 2013 The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school
Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At St Lawrence 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 absence the parents are phoned for an interview about their child’s attendance.

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/](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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the Internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

The ‘Closing the Gap Education Strategy’ is the department’s overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Yr 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Yr 12 retention by 2013.

St Lawrence SS did not have any students who identified as being Indigenous in 2013.
St Lawrence State School is committed to embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPS) within school curriculum.