Principal’s foreword

Introduction
We are pleased to present you the St Lawrence State School’s annual report for 2011 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 2011

Leading Curriculum and Shaping the Future:
In 2011, there was a change in Principal mid-year. A teaching and learning audit was undertaken with pleasing results. The teaching principal and staff continued to design and implement curriculum around the regional initiative of the Small Schools Curriculum Framework for establishing the Essential Learnings within our classroom. Four very successful curriculum units were undertaken in our school in 2011.

School Chaplain
We continued to support our Chaplain. The chaplaincy service at this school has been seen to be beneficial in providing a holistic care approach to students from all backgrounds and all levels of academic achievement. The Chaplain has been able to provide one on one support sessions with students struggling with personal issues, assist and support students in the classroom and help at school events.

Information Technology
Technology is integrated into our school curriculum. We have a 1:1 ratio of computers to students all with internet access and email. The students have been actively involved in using Microsoft products such as Word, Publisher, Excel and Powerpoint. Additional software was purchased to promote learning through the interactive whiteboard.

Camp to North Keppel Island
During the year, students attended school camp at North Keppel Island where they took a step into nature’s classroom and challenged themselves through various activities such as low ropes, raft building and initiative activities. This provided an opportunity for students to experience an environment outside their own.

Sports Days
St Lawrence State School attended the Interschool Cross Country Event. Students from Marlborough, Clarke Creek and Distance Education also participated. The St Lawrence students later attended their athletics carnival at Marlborough also competing against Clarke Creek, Milman and Distance Education. St Lawrence managed to bring home the Overall Field Events trophy. The yearly swimming carnival was also attended by the same schools at Marlborough and was a great day.

Special Needs
The St Lawrence community worked alongside Health and Community Services to provide short and long term goals for students with special needs at the school. Staff participated in many professional development activities to build their skills in this field.
Future outlook
There are four main focus areas for the coming year:

1. Learning and attainment
   - Implement a constant reading program that uses the ‘To, With and By’ approach.
   - Implement the school’s NAPLAN action plan with a focus on reading strategies.
   - Utilise literacy coach funds to purchase a L&N coach to work with small groups as a tutor to improve students’ numeracy and literacy levels.
   - Refer to ICT eLearning Plan.
   - Continue to implement Individual Plans for identified students, consulting with relevant personal and families.
   - Refer to Sarina Links English and Mathematics Plans and modify to suit our Band 5 School.
   - Build on library resources and home readers.
   - Level all reading schemes based on the PM reading recovery levels.
   - Build on science resources and provide science Professional Development to staff.
   - Build on teacher resources in the areas of literacy, numeracy & science
   - Collaborate with principals from Marlborough and Clarke Creek State Schools to develop online units of work and utilise the Learning Place for Moderation.
   - Continue to implement a four year cycle for integrated units with a focus on the National Curriculum with cluster schools.
   - Teaching and non-teaching staff attend regular staff meetings and professional development in order to develop and enhance classroom practices in numeracy and literacy.
   - Develop commitment to action plans to ensure staff members are catering for individual student needs in preparation for the teaching and learning audit and QSR.

2. Engagement
   - Include indigenous perspectives into integrated units.
   - Access programs to meet the needs of rural children such as: ICPA Sports Camp, Koumala Sports Expo, Sarina Art Extravaganza, Golf lessons, NRL Development Officer and other extra-curricular activities.
   - Implement a program for our transitioning student with disabilities.
   - Continue to implement Individual Plans for identified students with special needs, consulting with relevant personal and families and ensure learning outcomes are being met.

3. Wellbeing
   - Encourage student’s citizenship through participation in identified charity fundraising activities, for example: Flood Appeal Day, Crazy Hair Day, Dress Differently Day, Loud Shirt Day.
   - Build community and cultural spirit through participation in Marlborough District activities and other local area events for example: Marlborough Show, Koumala Sports Expo, Sarina Art Extravaganza, Isaac Region Wetlands Showcase.
   - Continue morning fitness program.
   - Refer to St Lawrence Responsible Behaviour Plan to maintain and manage the wellbeing of all students and staff.
   - Refer to students IEP and Risk Management Plan.

4. Sustainability
   - Hold working bees to ‘clean up’ gardens and grounds.
   - Students to maintain vegetable garden and watering of plants.
   - Maintain school fruit trees.
   - Maintain solar panels
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>3</td>
<td>8</td>
<td>67%</td>
</tr>
</tbody>
</table>

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. There is a small percentage of people who are unemployed within St Lawrence. 18% of the student population is indigenous. The population of the school is transient with several families moving back and forth within the community.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>1</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>0</td>
</tr>
<tr>
<td>All Classes</td>
<td>10</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<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 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
- Tennis Lessons offered by a qualified Coach
- PCAP supported Curriculum Initiatives

How Information and Communication Technologies are used to assist learning
St Lawrence uses ICTs to broaden the educational opportunities for our students. In 2011, St Lawrence State School administration continued to employ a computer technician on a contract basis to assist us with Information Technology support, in our remote location. Students access information technology daily in order to support their education in all learning areas. Computer software has been purchased which individualizes children’s learning needs and provides opportunities for children to self pace their learning and keep track of their success. All students have access to the internet, web cams and headphones with microphones which allow them to communicate with others and use interactive software. We maintain quality equipment by ensuring a five-year turnaround for computer replacement. We currently have a 1:1 computer ratio. Students use ICTs to email, type up and publish written work, participate in online learning activities and make Powerpoint presentations to present information.

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. In 2011 the students had access to a School Chaplain where they worked with him and had opportunities to speak with him one on one. Students have access to religion once a fortnight. Programs for special needs, social skills, learning support and speech are implemented into the daily curriculum to cater for individual learning needs.

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, perhaps through lessons in personal, health and social education
- Befriending, or the buddy system
- Social skilling lessons
Our school at a glance

Parent, student and teacher satisfaction with the school
The 2011 School Opinion Student, Parent and Staff data was withheld due to a small cohort.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>DW</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>DW</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>DW</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>DW</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>DW</td>
</tr>
</tbody>
</table>

DW – Data withheld

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 encourage 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 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 2011 were:
- Raffles
- Red faces Night
- Cross country Catering
- Christmas Fair
- Wetlands Weekend catering

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>Environmental footprint indicators, 2010-2011</th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>10,183</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>13,536</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-25%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $9760.00.

The major professional development initiatives are as follows:
- reading and comprehension teaching and learning
- One school training
- Principal Cluster meetings
- Special needs training
- spelling
- writing

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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 2011 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 - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>n/a</td>
<td>DW</td>
<td>n/a</td>
<td>DW</td>
</tr>
</tbody>
</table>

DW – Data withheld due to small cohort

Student Attendance Distribution
The proportions of students by attendance range.

![Attendance Distribution Chart]

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;85 %</td>
<td>5</td>
</tr>
<tr>
<td>85 to &lt;90 %</td>
<td>35</td>
</tr>
<tr>
<td>90 to &lt;95 %</td>
<td>35</td>
</tr>
<tr>
<td>95 % or Above</td>
<td>15</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school
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.

Due to the small cohort of students at St Lawrence State School information is difficult to report on. Over the past years NAPLAN data has improved slightly with students generally achieving at or above the National Minimum Standards in each of the strands.

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.
Performance of our students

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 Yr 3 Indigenous students in 2011 and therefore we cannot report on NAPLAN achievement and the cohort are too small to report on attendance.

St Lawrence State School has embedded an indigenous perceptive within their integrated studies unit to encompass the indigenous culture.