



**Lota State School**

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Welcome to Lota State School, a small school located within the Wynnum/Manly area. At Lota students are provided with many, and varied activities, and are exposed to wonderful academic, social, cultural and sporting opportunities. A student's academic achievement is enhanced through the Prep to Year 6 curriculum framework which is derived from our curriculum, literacy and numeracy plans. Students who require support or extension with their learning are well catered for. Our Whole School Student Achievement tracking system identifies student needs, and our inclusive practices procedure enables staff to cater for your child's learning.

Lota State School has comprehensive sporting, environmental and cultural programs. Students can join many lunch time activities which include Environmental Club, STEM Club, Typing Club, Student Council, Peer Support program and teacher led sporting programs. All students are special at Lota. A small school enables all staff to know all students, and their families. Our responsible behaviour plan is based on Active Citizenship where students are encouraged to allow themselves and others to be *Happy, Safe and Learning* whilst at school.

## School progress towards its goals in 2018

The following core priorities were identified as Annual Implementation Plan goals for 2018. They were all achieved during the 2018 school year.

### **Core Priority: Successful Learners**

- Create opportunities to support the wellbeing of staff and students.
- Develop a whole school approach to the teaching of writing including spelling, punctuation and grammar
- Continued development of quality curriculum, differentiation, assessment and teaching practices.
- Deep analysis of student achievement data to provide a quality differentiated education for all students.
- Supported student academic, social and emotional needs through the 'Student at Risk' (STAR) meetings.
- Used Investing for Success (I4S) funding to provide focused intervention programs for all identified students.
- Explore whole school STEM teaching programs.

### **Core Priority: Engaged Learners**

- Embed a culture of high expectation, positive behaviour and student engagement.
- Staff engaged in quality professional learning focusing on increasing student learning.
- Employed high quality, evidence-based teaching practices focused on success for every student.
- Implemented a whole school, consistent, evidence-based behaviour management program to ensure all students are fully engaged in their learning
- Celebrate success and value staff and students.
- Build strong foundations of engagement across all stakeholders within and beyond the school community.
- Extra-curricular and enrichment programs offered across a variety of disciplines.

### **Core Priority: Quality Teaching**

- Develop a culture of high expectations for all staff and student learning, growth mindset.
- Build staff curriculum knowledge.
- Develop capability for all staff to self-reflect on their pedagogical practice.
- Build teacher capability to reflect on student achievement to set student goals for improvement.
- Goal setting for staff aligned to school priorities.

## Future outlook

Lota State School has continued the successful work across these priority areas into 2019.

 <b>Successful Learners</b>	 <b>Engaged Learners</b>	 <b>Quality Teaching</b>
<p><i>Embedding a whole school approach to the teaching of writing; including a focus on spelling.</i></p> <p><i>Developing a whole school approach to the implementation of critical and creative thinking skills.</i></p>	<p><i>Promoting culture of high expectations and student engagement, including a focus on mindset.</i></p> <p><i>Introducing student goal setting and development of 'bump it up' walls in writing.</i></p>	<p><i>Implementing a coaching and feedback model to reflect on pedagogical practice.</i></p> <p><i>Researching high yield practices in the teaching of numeracy.</i></p>

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	183	195	200
Girls	83	96	98
Boys	100	99	102
Indigenous	8	6	8
Enrolment continuity (Feb. – Nov.)	91%	97%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Presently we have approximately 215 students enrolled at our school. Our students come from a predominantly Australian background; however, we also have students who have enrolled from New Zealand, United Kingdom, India and Europe. Our community identifies predominantly as middle socio-economic. Approximately 4% of our population identify as Indigenous and 5% receive support under students with disabilities funding.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	25	24	23
Year 4 – Year 6	23	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Lota State School offers Australian Curriculum syllabus in English, Maths, Science, History and Social Sciences (HASS), Technologies, Health and Physical Education, the Arts and Languages other than English (LOTE).

The current curriculum is supplemented and extended through:

- Daily Smart Moves Program
- Interschool sport and gala days
- Athletics and Cross Country Training
- Swimming Program
- Instrumental Music Program
- Stephanie Alexander Kitchen Garden Program

### Co-curricular activities

Lota State School offers a wide-variety of compelling extra-curriculum activities for students including:

- Adventurers' Club Family Camping Program
- Environmental Studies Club
- Innovations Club
- Touch Typing Club
- Dance Club
- Drama Club
- Choir
- Peer Support Program
- Lunch time sporting activities

Other activities we engage in include: Readers' Cup, Premier's Reading Challenge, Tangalooma Eco Marines, ANZAC and Remembrance Day ceremonies.

## How information and communication technologies are used to assist learning

Upon walking into each classroom you will notice a collection of well utilised computers, laptops and/or iPads. We also have a computer lab, located within our Resource Centre, which is used daily as a tool to support student learning. Teachers and support staff use computers and iPads to supplement and broaden student learning. Our teacher librarian teaches all classes digital technologies through the Australian Curriculum offerings including coding and robotics components. In doing so we aim to empower our students to be innovative, creative and future focused learners of the 21st century.

## Social climate

### Overview

Lota State School is part of a small, yet highly supportive community. Our smaller school size allows us to know all of our students and for all of our students to know each staff member. These unique relationships are built on trust and mutual respect.

We have a comprehensive Responsible Behaviour Plan for Students which works around the concept of Active Citizenship. We strive to support the notion of students becoming active citizens within our school and broader community.

Our motto is: Happy, Safe, and Learning. These three words are easily understood by all students. We have implemented a whole school program whereby students, who make appropriate behaviour choices, can be awarded a silver excellence pin at the conclusion of semester 1 and a gold excellence pin at the conclusion of semester 2.

Lota State School is part of the Chaplaincy Program. Our Chaplain Edgar visits our school two days each week and interacts with our students and their families. We operate the mentoring Chaplaincy Program. Information about our Responsible Behaviour Plan for Students and Chaplaincy Program can be located on our school website.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	91%
• this is a good school (S2035)	100%	100%	98%
• their child likes being at this school* (S2001)	100%	100%	98%
• their child feels safe at this school* (S2002)	100%	100%	96%
• their child's learning needs are being met at this school* (S2003)	100%	100%	91%
• their child is making good progress at this school* (S2004)	100%	100%	87%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	89%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	93%
• teachers at this school treat students fairly* (S2008)	90%	96%	93%
• they can talk to their child's teachers about their concerns* (S2009)	95%	100%	96%
• this school works with them to support their child's learning* (S2010)	90%	97%	93%
• this school takes parents' opinions seriously* (S2011)	80%	100%	93%
• student behaviour is well managed at this school* (S2012)	95%	100%	91%
• this school looks for ways to improve* (S2013)	100%	100%	95%
• this school is well maintained* (S2014)	100%	100%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	97%	98%
• they like being at their school* (S2036)	97%	98%	96%
• they feel safe at their school* (S2037)	97%	98%	92%
• their teachers motivate them to learn* (S2038)	98%	98%	98%
• their teachers expect them to do their best* (S2039)	98%	100%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	98%
• teachers treat students fairly at their school* (S2041)	94%	92%	92%
• they can talk to their teachers about their concerns* (S2042)	95%	98%	92%
• their school takes students' opinions seriously* (S2043)	91%	97%	80%
• student behaviour is well managed at their school* (S2044)	86%	92%	78%
• their school looks for ways to improve* (S2045)	95%	98%	98%
• their school is well maintained* (S2046)	98%	100%	96%
• their school gives them opportunities to do interesting things* (S2047)	95%	100%	96%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
• they receive useful feedback about their work at their school (S2071)	89%	79%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	92%
• students are encouraged to do their best at their school (S2072)	100%	93%	100%
• students are treated fairly at their school (S2073)	100%	93%	95%
• student behaviour is well managed at their school (S2074)	94%	93%	100%
• staff are well supported at their school (S2075)	94%	79%	100%
• their school takes staff opinions seriously (S2076)	72%	77%	100%
• their school looks for ways to improve (S2077)	94%	100%	100%
• their school is well maintained (S2078)	94%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	94%	93%	95%

Percentage of school staff who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

At Lota State School we welcome parents into our school, and actively encourage their involvement in their child's education to enhance learning outcomes for their children. Parents can become involved by:

- Providing support within the classroom – reading or maths groups, general classroom assistance, attending end of term activities
- Attending excursions
- Becoming an active or supportive member of our P&C
- Volunteer at school and P&C organised events
- Volunteer tuckshop duty

## Respectful relationships education programs

Our Responsible Behaviour Plan for Students has a focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	3	1	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Lota State School has a Sustainable Environment Management Plan (SEM Plan). This plan was developed with the support of the Moreton Bay Environmental Education Centre (MBEEC). This document sets out how we plan to reduce our ecological footprint. We achieved this by:

- Continuing our Environmental Club and our Vegetable Gardens
- Paper recycling procedures
- Separation of waste and composting procedures
- Ensuring power consumption savings across the school with our solar panels

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	53,376	146	37,872
Water (kL)	153	475	733

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	16	14	<5
Full-time equivalents	12	8	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	11
Diploma	0
Certificate	0

\*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 2018 were \$41000.

The major professional development initiatives are as follows:

- Writing student and class differentiation plans
- English unit planning with our cluster schools
- Senior First Aid and Resuscitation
- Anaphylaxis and Asthma Training
- Workplace, Health and Safety Practices
- Teaching students with disabilities professional learning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

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

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	94%
Attendance rate for Indigenous** students at this school	93%	96%	89%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	94%
Year 1	91%	91%	94%
Year 2	95%	93%	93%
Year 3	94%	94%	94%
Year 4	92%	93%	94%
Year 5	94%	91%	94%
Year 6	90%	94%	93%

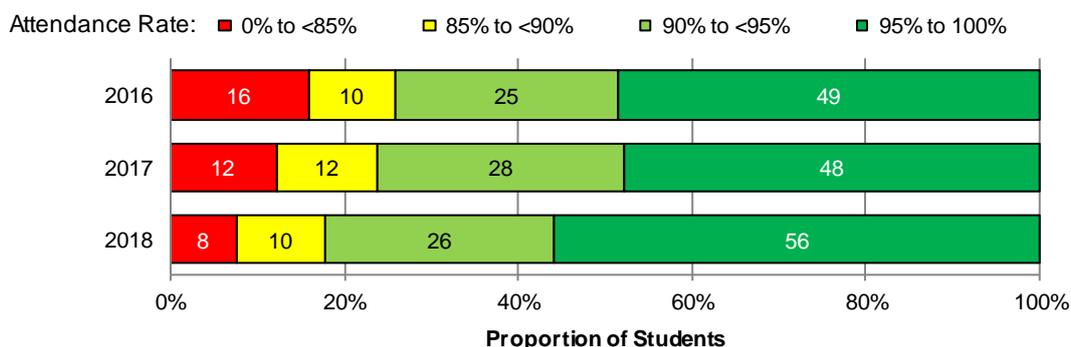
Year level	2016	2017	2018
Year 7	-	-	-
Year 8	-	-	-
Year 9	-	-	-
Year 10	-	-	-
Year 11	-	-	-
Year 12	-	-	-

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Lota State School we require parents to inform us, before, on or immediately after the day, a child is absent from school. School office staff make contact with families via SMS for any unexplained absences for a school day not accounted for by 9:30am.

Unexplained absences of 3 days or more are dealt with by the principal. Long term absences of 6 days or longer, even if explained, are also dealt with by the principal.

Where a parent cannot give a credible reason for an absence then they will be further required to provide a medical certificate or other documentation.

Absences of 10 days or more must be requested by parents and may be approved by the principal in accordance with the compulsory schooling requirements.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.