Lota State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Welcome to Lota State School, a small school located within the quiet suburb of Lota.

As you read through this Annual Report you will capture a glimpse of our school and the students, staff and community who make it so special.

Within this report you can expect to gain information about:
-School Profile information
-School Curriculum
-Extra-curricular activities
-School climate
-Reducing our Ecological Footprint
-Staff profiles
-Student attendance
-Student academic achievement (NAPLAN results)

At Lota State School we provide a high quality education which equips our young people for the future. Our school provides students with a comprehensive, balanced and inclusive education which encourages students to pursue their full potential.

Our motto is: Happy, Safe, Learning. Whilst at school we wish your children to be happy, to feel safe and to learn in a wonderfully accepting and nurturing environment.

I invite you to read on and discover what makes our school, staff, students and community so very special.

School progress towards its goals in 2015

The following core priorities were identified as Annual Implementation Plan goals for 2015. They were all achieved during the 2015 school year.

Core Priority: Successful Learners
- High expectations and a belief that every child can learn.
- 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.
- Support student academic, social and emotional needs through the '*Student at Risk'* (STAR) meetings.
- Use *Great Results Guarantee* (GRG) funding to provide focused intervention programs for all identified students.

Core Priority: Quality Teaching
- Staff engaged in quality professional learning focusing on increased student learning
- Employ high quality, evidence-based teaching practices focused on success for every student.
- Increase the capability and capacity of every teacher to teach

Core Priority: Quality Support Staff
- Ensuring our teaching and non-teaching support staff are provided with quality professional learning so they can support student achievement.
- Allocation of maximum support personnel into class to support teachers in their quest to increase student achievement.
- Provide teacher aides with ongoing professional learning

Core Priority: Quality Leadership
- Ensuring the ongoing professional learning of school leadership team
- Build a shared belief that all students can learn and all teachers can teach.
- Lead and model learning of innovative and evidence-based teaching practices
- Engage with and attend professional learning, book/article studies and other professional research to further develop knowledge and skills

Core Priority: Holistic Education
- Ensuring the ongoing implementation of a holistic education for all students – unique programs at Lota.
- Ensuring the *Responsible Behaviour Plan for Students* (RBPS) is responsive to the needs of each student.
- Continue a focus on acknowledging appropriate student behaviour through the *Rewards Day* and *Silver/Gold Pins of Excellence* program.
- Continue supporting student social/emotional needs through *Individual Behaviour Support Plans*
- Provide extra-curricular activities for all students
- Continue to provide a unique *Adventurers' Club Camping* experience entering its 43rd year.

Core Priority: School and Community Partnerships
- Ensuring the ongoing partnership between families and school.
- Continue to advocate for parents in school as valuable volunteers and partners in education
- Foster innovative partnerships with wider community i.e. Early Childhood providers, WMSEA Cluster
- Be an active member of the Wynnum Manly State Education Alliance (WMSEA) cluster of schools

Future outlook

The Lota State School Annual Implementation Plan for 2016 sets out the following key priorities:
'Every Child Succeeding in a Happy, Safe, Learning Environment'.

Priority: Reading
Develop a consistent and fully embedded school wide approach to the teaching of reading that is evidence based and aligned to the big six model of reading

Priority: Writing
Develop and implement an evidence-based and consistent whole school approach to the teaching of writing including spelling, punctuation and grammar, supported by professional development

Priority: STEM (Science, Technology, Engineering, Maths)
Introduce and implement whole school, consistent STEM teaching programs to prepare our students for a 21st century career path that will utilise critical thinking skills and appropriate use of digital technologies

Priority: Implement consistent pedagogical practice
Reform whole school curriculum plan to achieve a balanced and locally responsive curriculum providing a definitive overview of what and when to teach.

Priority: Quality Teaching
Build staff capacity to self-reflect by extending the coaching and feedback cycles within the school to include all staff aligned to the improvement agenda

Priority: Retention and Attendance
Implement innovative strategies to market the unique and quality opportunities provided at Lota SS as the school of choice

Priority: Data and Assessment
Refine the assessment and data collection schedule aligned to school priorities

Priority: Health and Wellbeing
Implement a whole school, consistent, evidence-based behaviour management program to ensure all students are fully engaged in their learning

Priority: Transition
Refine transition to Prep programs to include regular access to school experiences

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	216	93	123	12	92%
2014	208	96	112	7	90%
2015	179	90	89	7	87%

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:

Presently we have approximately 200 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 and Europe. Our community identifies predominantly as middle socio-economic. 4% of our population identify as Indigenous and 5% receive support under students with disabilities funding.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	23	24
Year 4 – Year 7 Primary	23	23	22
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	1	1	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.

In our small school, any behavioural issues are identified and supported quickly and with the full support of families. Our Responsible Behaviour Plan for Students talks about children being, and allowing others to be *happy, safe* and *learning* whilst at school. Behaviour choices are regularly communicated, and all students are given support to reach their potential.

Curriculum delivery

Our approach to curriculum delivery

Lota State School offers Australian Curriculum syllabus in English, Maths, Science, Geography, History, Technologies, 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
-Perceptual Motor Program
-Swimming Program
-Instrumental Music Program

Extra curricula activities

Lota State School offers the following extra-curriculum activities:
-Adventurers' Club Family Camping Program
-Environmental Studies Club
-Innovations Club
-Dance Club
-Drama Club
-Choir
-Ukulele
-Peer Support Program
-Lunch time sporting activities
-Morning fitness training

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

How Information and Communication Technologies are used to improve learning

Upon walking into each classroom you will notice a collection of well utilised computers. 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. Out 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 focussed learners of the 21st century.

Social Climate

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, 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 three 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 with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	87%	96%
this is a good school (S2035)	100%	90%	96%
their child likes being at this school (S2001)	100%	97%	96%
their child feels safe at this school (S2002)	100%	95%	96%
their child's learning needs are being met at this school (S2003)	96%	90%	93%
their child is making good progress at this school (S2004)	96%	95%	96%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	95%	96%
teachers at this school motivate their child to learn (S2007)	96%	95%	96%
teachers at this school treat students fairly (S2008)	96%	95%	96%
they can talk to their child's teachers about their concerns (S2009)	93%	95%	96%
this school works with them to support their child's learning (S2010)	96%	92%	96%
this school takes parents' opinions seriously (S2011)	96%	82%	89%

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Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
student behaviour is well managed at this school (S2012)	92%	87%	96%
this school looks for ways to improve (S2013)	100%	84%	96%
this school is well maintained (S2014)	100%	97%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school (S2036)	100%	98%	98%
they feel safe at their school (S2037)	98%	100%	93%
their teachers motivate them to learn (S2038)	100%	100%	98%
their teachers expect them to do their best (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	100%	98%	95%
teachers treat students fairly at their school (S2041)	95%	96%	93%
they can talk to their teachers about their concerns (S2042)	97%	98%	93%
their school takes students' opinions seriously (S2043)	98%	94%	90%
student behaviour is well managed at their school (S2044)	78%	98%	93%
their school looks for ways to improve (S2045)	93%	98%	98%
their school is well maintained (S2046)	95%	94%	98%
their school gives them opportunities to do interesting things (S2047)	98%	98%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	89%	94%	100%
they feel that their school is a safe place in which to work (S2070)	95%	94%	100%
they receive useful feedback about their work at their school (S2071)	89%	94%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	89%	100%	100%
student behaviour is well managed at their school (S2074)	74%	89%	100%
staff are well supported at their school (S2075)	79%	78%	100%
their school takes staff opinions seriously (S2076)	74%	72%	100%
their school looks for ways to improve (S2077)	89%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	89%	94%	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

At Lota State School we welcome parents into our school, and actively encourage their involvement in their child's education. 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.

Reducing the school's environmental footprint

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

During 2015 Lota State School continued its Sustainable Environment Management Plan (SEMPlan). We developed this document with the support of the Moreton Bay Environmental Education Centre (MBEEC). This plan 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	60,048	708
2013-2014	64,320	558
2014-2015		568

*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	18	12	<5
Full-time equivalents	13	7	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
Total	**16**
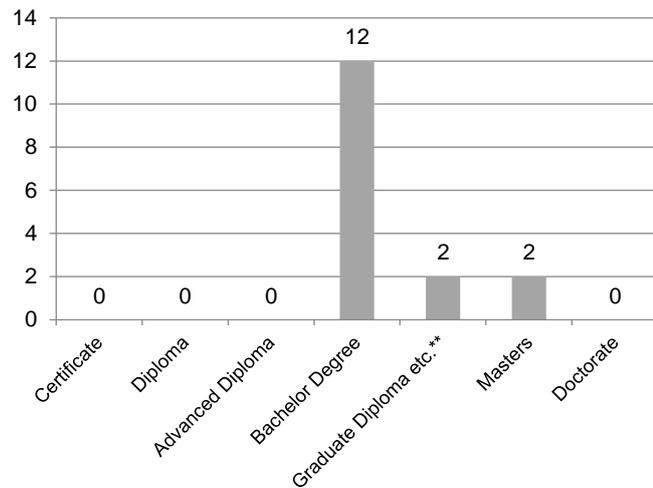
*Teaching staff includes School Leaders

**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 $17000.

The major professional development initiatives are as follows:

-Coaching Classroom Instruction
-Autism Conference
-School Leaders' Conference
-Teaching of Reading and Spelling/Phonics
-Problem Solving Mathematics
-Non-Violent Crisis Intervention
-Writing student and class differentiation plans
-Use of One School to record and analyse student achievement data
-Senior First Aid and Resus.
-Anaphylaxis and Asthma Training
-Workplace, Health and Safety Practices
-Teaching students with disabilities

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	90%	91%

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%	92%	92%	91%	92%	94%	94%	94%					
2014	95%	93%	91%	93%	93%	95%	95%	95%					
2015	91%	94%	95%	94%	95%	95%	94%						

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*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.

Proportion of Students
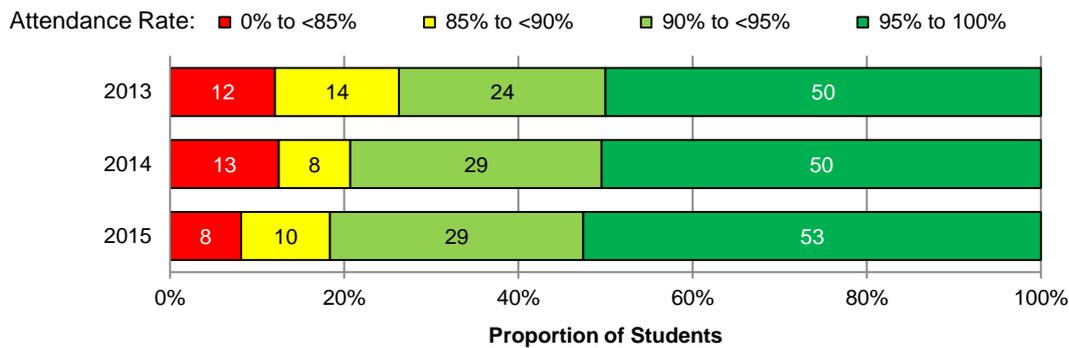
Description of how non-attendance is managed by the school

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 Lota State School we require parents to inform us, before, on or immediately after, a child is absent from school. School office staff make contact with families for any unexplained absences for a school day not accounted for by 10am. Every effort is made to ensure that this contact is made on the day of the absence.

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.

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

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.