

Lota State School (0882)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Welcome to Lota State School, a small school located within the beautiful 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.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2012

Our goals, as outlined in our *2012 Annual Implementation Plan* were as follows:

- *School Curriculum Leaders meet with teachers to provide feedback on teaching practices and alignment to school pedagogy documents.
- *In order to further increase student achievement, teachers and curriculum leaders work together to discuss student learning, teaching practices and analysis of student achievement data.
- *Whole staff analysis of assessment and student achievement data to inform planning and variation to pathways for student learning.
- *Implementation of Australian Curriculum and Curriculum into the Classroom (C2C) - English, Maths and Science.
- *Provision of parent information sessions.
- *Track achievement of Indigenous students.

Future outlook

Our goals, as outlined in our *2013 Annual Implementation Plan* are as follows:

- *Develop Lota State School "Class and Student Differentiation Plans".
- *Develop Lota State School Pedagogical Framework.
- *Implement Australian Curriculum and C2C History curriculum units.
- *Teachers work together to discuss student learning, teaching practices and analysis of student achievement data.
- *Reflect on the teaching of Reading, Writing, Spelling and Numeracy - differentiation of classroom curriculum for student learning.
- *Develop targets and goals for student performance.
- *Partner with Wynnum State High and Brisbane Bayside College to implement year 7 into high school for 2015.

Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 189 | 90 | 99 | 90% |
| 2011 | 197 | 96 | 101 | 93% |
| 2012 | 216 | 96 | 120 | 91% |

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

Characteristics of the student body:

Presently we have 220 students enrolled at our school. Our students come from a predominantly Australian background, however we also have students who have enrolled from New Zealand, Japan, United Kingdom and Europe. Our community identifies predominantly as middle socio-economic.

Average Class sizes

| Phase | Average Class Size | | |
|-------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | 21 | 22 | 22 |
| Year 4 – Year 10 | 25 | 28 | 24 |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| 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 |

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.

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings.

Lota State School offers Australian Curriculum syllabus in English, Maths, Science and History. All other subjects are offered through the Education Queensland Essential Learnings.

The current curriculum is supplemented and extended through:

- Smart Moves Program
- Athletics and Cross Country Training
- Perceptual Motor Program

Extra curricula activities.

Lota State School offers the following extra-curriculum activities:

- Adventurers' Club Family Camping Program
- Environmental Studies Club
- Dance Club
- Drama Club
- Instrumental Music
- Choir
- Ukulele
- Peer Support Program

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 assist learning

When you walk into each classroom you will notice a collection of well utilised computers. We also have a computer lab, located within our Resource Centre, which are used each day as tools for support student learning. Teachers and support staff use computers and Ipads to supplement and broaden student learning.

Social climate

Lota State School is part of a small, yet highly supportive community. Our smaller school size allows us to know all students and for all 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 society 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.

Our school at a glance

Lota State School is part of the Chaplaincy Program. Our Chaplain Aaron visits our school two days each week and interacts with our students and their families. We operate the mentoring Chaplaincy Program.

Parent, student and staff satisfaction with the school

The overall satisfaction of parents, staff and students has remained consistently high for a number of years. This exemplifies the strong relationships which exist in our small school.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 [#] |
|--|-------------------|
| their child is getting a good education at school | 92.0% |
| this is a good school | 96.2% |
| their child likes being at this school* | 100.0% |
| their child feels safe at this school* | 100.0% |
| their child's learning needs are being met at this school* | 92.6% |
| their child is making good progress at this school* | 96.3% |
| teachers at this school expect their child to do his or her best* | 100.0% |
| teachers at this school provide their child with useful feedback about his or her school work* | 96.2% |
| teachers at this school motivate their child to learn* | 100.0% |
| teachers at this school treat students fairly* | 96.2% |
| they can talk to their child's teachers about their concerns* | 100.0% |
| this school works with them to support their child's learning* | 96.2% |
| this school takes parents' opinions seriously* | 88.5% |
| student behaviour is well managed at this school* | 92.0% |
| this school looks for ways to improve* | 96.0% |
| this school is well maintained* | 100.0% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 [#] |
|---|-------------------|
| they are getting a good education at school | 94.7% |
| they like being at their school* | 92.1% |
| they feel safe at their school* | 94.7% |
| their teachers motivate them to learn* | 97.3% |

Our school at a glance

| | |
|---|--------|
| their teachers expect them to do their best* | 100.0% |
| their teachers provide them with useful feedback about their school work* | 91.9% |
| teachers treat students fairly at their school* | 94.6% |
| they can talk to their teachers about their concerns* | 89.5% |
| their school takes students' opinions seriously* | 75.7% |
| student behaviour is well managed at their school* | 76.3% |
| their school looks for ways to improve* | 94.7% |
| their school is well maintained* | 97.4% |
| their school gives them opportunities to do interesting things* | 92.1% |

Performance measure (Nationally agreed items shown*)

| | |
|--|-------------------|
| Percentage of school staff who agree: | 2012 [#] |
| that they have good access to quality professional development | 91.3% |
| with the individual staff morale items | 93.9% |

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 2012 Lota State School continued its Sustainable Environment Management Plan (SEMPan). 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.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 35,174 | 393 |
| 2010-2011 | 44,088 | 506 |
| 2011-2012 | 32,400 | 620 |

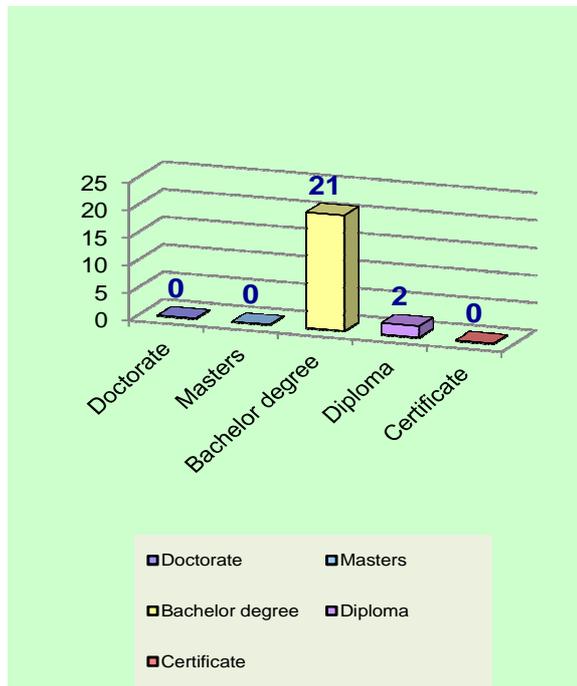
Our staff profile

Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 23 | 11 | <5 |
| Full-time equivalents | 16.5 | 6.4 | <5 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 0 |
| Bachelor degree | 21 |
| Diploma | 2 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$15 328.00.

The major professional development initiatives are as follows:

- Literacy Coaching
- Head of Curriculum Conference
- School Leaders' Conference
- Analysis of Student Data
- Implementation of History Curriculum
- 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

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%. The proportion of the teaching staff participating is to be reported as a percentage.

| Average staff attendance | 2010 | 2011 | 2012 |
|--|-------|-------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 95.6% | 95.5% | 95.9% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 93.9% of staff was retained by the school for the entire 2012 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 | 2010 | 2011 | 2012 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 92% | 93% | 93% |
| The overall attendance rate in 2012 for all Queensland state Primary schools was 93%. | | | |

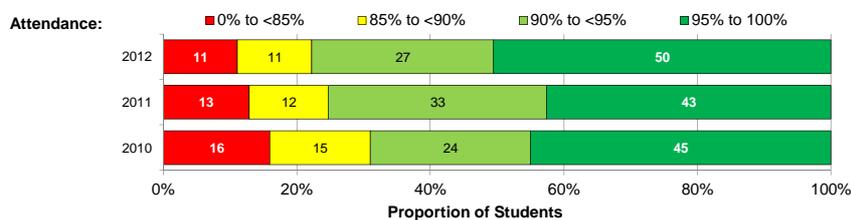
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2010 | 89% | 93% | 91% | 93% | 94% | 93% | 92% | | | | | |
| 2011 | 91% | 93% | 93% | 94% | 91% | 94% | 95% | | | | | |
| 2012 | 93% | 91% | 92% | 94% | 93% | 94% | 94% | | | | | |

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 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 Lota State School we require parents to inform us, before, on or immediately after, a child is absent from school. Should a pattern of absenteeism be noted by the classroom teacher they will immediately notify the Principal. The Principal will then contact the family concerned.

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.

Performance of our students

Find a school

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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

At Lota State School our Indigenous students are achieving similarly, and in some year levels, above Non-Indigenous students. The performance of Indigenous students is tracked, and support/extension is provided based on individual need.

Attendance and retention rates of Indigenous students is similar to Non-Indigenous students.