



Lota State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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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, Touch Typing Club, Innovations 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.

Principal's Forward

Introduction

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
- 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 and 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 2016

The following core priorities were identified as Annual Implementation Plan goals for 2016. They were all achieved during the 2016 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.
- 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.

Core Priority: Quality Teaching

- Staff engaged in quality professional learning focusing on increased student learning
- Employed high quality, evidence-based teaching practices focused on success for every student.
- Increased the capability and capacity of every teacher to teach

Core Priority: STEM (Science, Technology, Engineering, Maths)

- Introduced and implemented a whole school, consistent STEM teaching program

Core Priority: Health and Wellbeing

- Implemented a whole school, consistent, evidence-based behaviour management program to ensure all students are fully engaged in their learning

Core Priority: Data and Assessment

- Refined the assessment and data collection schedule aligned to school priorities and union requirements

The other core priorities of Transition, Retention and Attendance, and Implementing Consistent Pedagogical Practice are ongoing have been incorporated into our 2017 strategic pillars.

Future Outlook

The Lota State School Annual Implementation Plan for 2017 sets out the following three strategic pillars that underpin our continuing improvement agenda.

 <i>Successful Learners</i>	 <i>Engaged Learners</i>	 <i>Quality Teaching</i>
<p><i>A whole school approach to the teaching of writing</i></p> <p><i>A whole school exploration of STEM and critical thinking skills</i></p>	<p><i>A culture of high expectations, positive behaviour and student engagement</i></p> <p><i>A wide variety of extra-curricular and enrichment programs</i></p>	<p><i>A deep understanding of the Australian Curriculum</i></p> <p><i>Multiple pathways to reflect on pedagogical practice</i></p>

Underpinning each pillar are several priority areas, however the school's primary focus for curriculum in 2017 continues to be on writing.

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.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	208	96	112	7	90%
2015*	179	90	89	7	87%
2016	183	83	100	8	91%

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 2016, 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

Overview

Presently we have approximately 193 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. 4% of our population identify as Indigenous and 5% receive support under students with disabilities funding.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	25
Year 4 – Year 7	23	22	23
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Lota State School offers Australian Curriculum syllabus in English, Maths, Science, History and Social Sciences (HASS), 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

Co-curricular Activities

Lota State School offers the following extra-curriculum activities:

- 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
- Morning fitness training

Other activities we engage in include: Readers' Cup, Premier's Reading Challenge, Tangalooma Eco Marines, Stephanie Alexander Kitchen Garden Program, 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 focussed 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, 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

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	87%	96%	100%
this is a good school (S2035)	90%	96%	100%
their child likes being at this school* (S2001)	97%	96%	100%
their child feels safe at this school* (S2002)	95%	96%	100%
their child's learning needs are being met at this school* (S2003)	90%	93%	100%
their child is making good progress at this school* (S2004)	95%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	94%
teachers at this school motivate their child to learn* (S2007)	95%	96%	100%
teachers at this school treat students fairly* (S2008)	95%	96%	90%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	95%
this school works with them to support their child's learning* (S2010)	92%	96%	90%
this school takes parents' opinions seriously* (S2011)	82%	89%	80%
student behaviour is well managed at this school* (S2012)	87%	96%	95%
this school looks for ways to improve* (S2013)	84%	96%	100%
this school is well maintained* (S2014)	97%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	98%	98%
they like being at their school* (S2036)	98%	98%	97%
they feel safe at their school* (S2037)	100%	93%	97%
their teachers motivate them to learn* (S2038)	100%	98%	98%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	97%
teachers treat students fairly at their school* (S2041)	96%	93%	94%
they can talk to their teachers about their concerns* (S2042)	98%	93%	95%
their school takes students' opinions seriously* (S2043)	94%	90%	91%
student behaviour is well managed at their school* (S2044)	98%	93%	86%
their school looks for ways to improve* (S2045)	98%	98%	95%
their school is well maintained* (S2046)	94%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	97%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	100%	100%
they feel that their school is a safe place in which to work (S2070)	94%	100%	94%
they receive useful feedback about their work at their school (S2071)	94%	100%	89%
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)	100%	100%	100%
student behaviour is well managed at their school (S2074)	89%	100%	94%
staff are well supported at their school (S2075)	78%	100%	94%
their school takes staff opinions seriously (S2076)	72%	100%	72%
their school looks for ways to improve (S2077)	100%	100%	94%
their school is well maintained (S2078)	100%	100%	94%
their school gives them opportunities to do interesting things (S2079)	94%	100%	94%

* 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. 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 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	0	3
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.

Environmental Footprint

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 2016 Lota State School continued its Sustainable Environment Management Plan (SEM Plan). 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 with our solar panels.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	64,320	558
2014-2015		568
2015-2016	53,376	153

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.

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 <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

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	17	13	<5
Full-time Equivalent	13	7	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	12
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$22,000.

The major professional development initiatives are as follows:

- Coaching Classroom Instruction
- School Leaders' Conference
- Teaching of Reading and Spelling/Phonics
- Writing student and class differentiation plans
- English unit planning with our cluster schools
- 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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	93%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

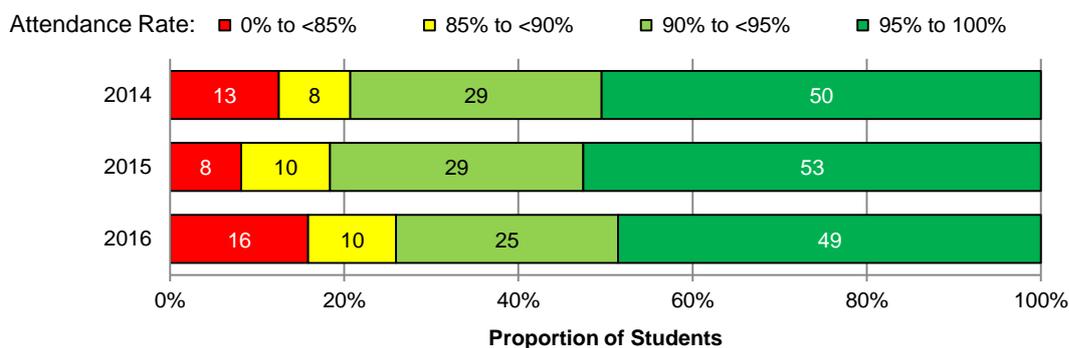
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	93%	91%	93%	93%	95%	95%	95%					
2015	91%	94%	95%	94%	95%	95%	94%						
2016	93%	91%	95%	94%	92%	94%	90%						

*Attendance rates effectively count 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:



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 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 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**.

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Government

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Where it states '**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.

As at 3rd February 2017. The above values exclude VISA students.