


QUEENSLAND STATE SCHOOL REPORTING - 2010

Loganholme State School (0070)

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Principal's foreword

Introduction

Loganholme State School is a school with a long and cherished history. It has dedicated staff and many features that provide for quality learning. Set in attractive grounds, our school community is proud of its achievements and members work together to create a school with a strong sense of identity.

At Loganholme we aim to provide a safe, happy and positive school environment which maximises student learning and provides a wide range of academic, cultural and sporting activities throughout the year to engage and challenge our students.

Our school community views education as a life-long journey and staff, parents and students have worked collaboratively and enthusiastically to advance teaching and learning and provide opportunities for students to reach their potential and be prepared for the future.

Loganholme provides a high quality inclusive education that is relevant to the needs of the individual and engages and maintains student interest.

Our students are provided with many opportunities to develop their cultural awareness. This is achieved through an engagement in all facets of The Arts. Students have opportunities to showcase their talents through Loganholme State School's Concert Band, String Orchestra, Senior and Junior Choir, Lunchtime Dance lessons and the annual school Talent Quest.

The Parents and Citizen's Association works in close partnership with the school to ensure high quality opportunities are provided for the community to engage in student learning and school events at every opportunity.

School progress towards its goals in 2010

Teaching and Learning:

At Loganholme we have created a model for successful learning in the early years based on the belief that learning begins well before children arrive at school.

In 2010 the school began a playgroup program which runs two mornings a week for children who are due to begin Prep the following year. This program provides many learning opportunities for the children – some which are very structured and led by the group leader and some which are more child-directed. Parents also have an opportunity to network with each other at this playgroup whilst also engaging with their child's early learning experiences.

At Loganholme we firmly believe that we have the opportunity and responsibility to build successful learning contexts through building and nurturing educational partnerships with all families. It is our job to share our expertise with the community to strengthen the learning partnership between school and home. At Loganholme we hold Parent Education Evenings for:

Pre-Prep parents to enable them to support their child with both Literacy and Numeracy development both before and when they first begin their schooling.

All parents and carers to inform them of the school direction for each term. These evenings have an education focus which is necessary if we are embarking on a whole school approach to an aspect of the curriculum and wish to engender the trust and support of our parent community.

Winning a State Showcase Award for Excellence in Schools in late 2009 also enabled our school to develop a Reading Room targeted for children in our Early Phase. The reading room saw every child in this group read with an adult every day in both 2009 and 2010.

Facilities:

In 2010 the federally funded *Building the Education Revolution Program* provided the school with Kingfisher Hall and the very impressive iCentre. Further upgrading of school facilities as part of the State Government's *State Schools of Tomorrow Classroom Renewal Program*. Projects saw the refurbishment of 10 classrooms in B, C and D Blocks. Work in 2010 also included installation of additional ICT infrastructure, internal painting, replacement of some electrical equipment and floor coverings.

Also in 2010 the Parents and Citizen's Association in partnership with the school embarked on the construction of a permanent shade structure to cover the new playground on the senior oval.

Future outlook

Strategic Direction for 2011:

- Unrelenting focus on improved student academic performance in **Literacy, Numeracy and Science**.
- Effective and efficient **communication** at and between all levels of the school and community.
- A **safe** and **inclusive** learning community valuing and upholding the highest expectations and standards academically and behaviourally.
- **Teaching and Learning Audit** recommendations actioned with explicit school strategies focussed on improvement.
- Refine the implementation of the Gifted Education Framework to ensure consistency of approach, with a focus on differentiation is evident right across the school.
- Appropriate implementation of **National Curriculum** and **LOTE**.

- A comprehensive **NAPLAN strategy** that is transparent and focussed firmly on **school improvement**.
- **Closing the Gap** between indigenous and non-indigenous student performance.
- Increased use of appropriate ICT's in planning, teaching and management.
- Implementation of **Developing Performance Plans** for administrators and teaching staff.
- Consolidation of **OneSchool** as the operational environment for school data, plans and financial operations.

2011 and beyond:

Teacher capability increased in the school through targeted professional development, professional **conversations** with admin team and peer networking and support.

Literacy and Numeracy to be the strong and unrelenting focus of planning and teaching that aligned with the school programs, and concepts identified through NAPLAN and school based assessment results.

Improved performance of all students in **Literacy and Numeracy** and **Science** through targeted initiatives, individual learning ladders, differentiation and careful ongoing student monitoring as evidenced throughout each year.

Our school at a glance

School Profile

Loganholme State School is a **co-educational** State Government school.

Our school offers classes from **Prep - Year 7**.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
422	222	200	84%

Characteristics of the student body:

Loganholme State School services the communities of Loganholme, Tanah Merah and surrounding areas. Students come from a variety of family backgrounds ranging from single parent families to middle class two income families. A small number of students come from other cultures or are of Aboriginal or Torres Strait Islander Background.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	24	67%	56%	11%	33%
Year 4 – Year 10	25	100%	88%	13%	0%
All Classes	25	82%	71%	12%	18%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	33
Long Suspensions - 6 to 20 days	5
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

- Students study Japanese in our LOTE (Languages Other Than English) Program with selected students from Years 2- 7 participating.

Our school at a glance

- Students participate in specialist classroom music programs.
- A range of physical education activities are offered. Students participate in weekly formal physical education lessons as well as a variety of physical activities on daily basis. Senior students play a number of different sports and participate in a range of sporting competitions. A school athletics and swimming program focuses on participation and skill development for students.
- Computers and Information and Communication Technologies (ICTs) are an integral part of our school curriculum with all classes having access to our network and regular use of our whole school computer lab.
- An environmental focus is incorporated in learning activities and a staged environmental area is under development to provide learning opportunities for students.
- A range of intervention and support programs are implemented to address students' individual needs.
- A "Buddy" Program provides many learning opportunities for students and fosters the development of positive relationships between younger and older students at the school.
- Community involvement in the celebration of student learning including culminating activities for units of work and special school events such as Under Eights Day, Science Fair, Public Speaking and Sporting events is an important aspect of our educational programs.

Extra curricula activities:

Before school "Support-a Talker" workshops are provided to students in Prep.

After school "Study Skills" workshops are provided for students to give them further learning opportunities in Literacy and Numeracy.

A lunchtime dance program is offered to students from Prep – Year 7.

An Instrumental Music Program offers tuition in Brass, Woodwind and Percussions instruments to students in Years 5 -7 and Strings for students from Year 3.

Student leadership programs offer students the opportunity to learn and practise their leadership skills by being involved in a variety of school activities, providing input into the ongoing development of our school and representing our school at local community events.

Chess Club provides skill development and the opportunity of participation in local chess competitions.

An increasing focus on the Performing Arts provides opportunities for participation in musical activities including school choir, Eisteddfods and Fanfare.

Participation in a variety of educational and community competitions including Opti-Minds and Mathematics Challenges.

Range of representative sporting activities as well as sporting sessions provided by community sporting groups e.g. Auskick, Queensland Cricket and Queensland Rugby League.

How Information and Communication Technologies are used to assist learning

Teachers planning cooperatively and collegially to ensure ICT's are an integral component of the teaching and learning experiences developed for each and every child. Whilst specific teaching and skill development

Our school at a glance

occur within the ICT's for Learning curricula, the emphasis is on the use of the technologies in the context of the full range of curriculum experiences i.e. as a learning tool.

The ICT infrastructure continues to be improved.

Significant system-wide roll out of information management software will continue throughout 2011 and beyond. Teachers will continue their learning as they become familiar with it and begin to use it efficiently.

In 2010 Interactive whiteboards were installed in 75% of classrooms, with the remainder to be installed in early 2011. This will further enable teachers to embed ICT's into curriculum teaching and learning. These whiteboards are for both teachers and students to utilise in developing relevant ICT skills.

Our school's computer network utilises Education Queensland's Managed Operating Environment. Staff also began to utilise Education Queensland's One-School database to digitally store specific educational information.

Computers are located in all classrooms and our large computer lab is accessed regularly by all classes.

Social climate

At Loganholme State School we aim to create a supportive school environment where: all members feel safe and are valued; where social and academic learning outcomes are maximised for all through quality curriculum, interpersonal relationships and school organization; where school practices are proactive rather than reactive and where appropriate non-discriminatory language and behaviours are defined, modelled and reinforced.

Our school's Responsible Behaviour Plan for Students is the means by which a safe, supportive environment is established and maintained. The Plan acknowledges the values, principles and standards in Education Queensland's *Code of School Behaviour* and reflects the Nine Values for Australian Schools:

Care and Compassion, Doing Your Best, Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility, Understanding, Tolerance and Inclusion.

A Student Council operates at the school with students undertaking a variety of fundraising activities throughout the year to raise student awareness of the needs of others as well as providing valuable input into the ongoing development of the school.

Parents and students view the school climate very positively and express a high level of satisfaction in the 2010 School Opinion Survey.

It shows that both parents and students:

Are very happy to attend this school

Are very happy with the behaviour and discipline within the school

Feel very safe coming to this school

Parent, student and teacher satisfaction with the school

Our school at a glance

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	83%
Percentage of students satisfied that they are getting a good education at school	68%
Percentage of parents/caregivers satisfied with their child's school	87%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	53%
Percentage of staff members satisfied with morale in the school	84%

Involving parents in their child's education.

Parents at Loganholme State School have high expectations for their children in terms of behaviour and academic achievement.

School Opinion Survey results indicate that they appreciate the opportunities provided by the school to be involved in both classroom and school activities and the decision making processes of the school.

Both students and parents value the productive relationships formed with all staff, especially their classroom teacher.

The diversity of learning experiences provided by our school is also seen to be an asset by members of our local community.

Parents expect to be kept well informed about how their child is progressing through the school's reporting processes.

Loganholme State School welcomes parental involvement in various aspects of their child's schooling.

Parent Teacher Interviews are held in terms one and three and written reports are issued at the end of terms two and four.

Opportunities where Parents Work as Partners

Take a leadership role – P & C Association

Attend school meetings

Our school at a glance

Get involved in Fundraising

Assist with Tuckshop operations

School Newsletter production and distribution

Student Banking

School Marketing

Classroom Involvement:

Volunteer in classrooms– reading with children, craft activities etc

Making resources at home or school

Volunteering in the school resource centre

Support-A-Reader , Support-A-Writer programs

Support-A-Maths Learner

Reducing the school's environmental footprint

During 2010 our school has installed additional solar panels which feed back into the electricity grid. Throughout 2010 the school actively implemented programs and processes to minimise electricity and water wastage. It is planned that the school will develop a SEMP (School Environmental Management Plan) during 2011.

Our school has been supported by our P&C in the area of greening our grounds. Significant work has gone into the development of and the placement of additional gardens into the grounds.

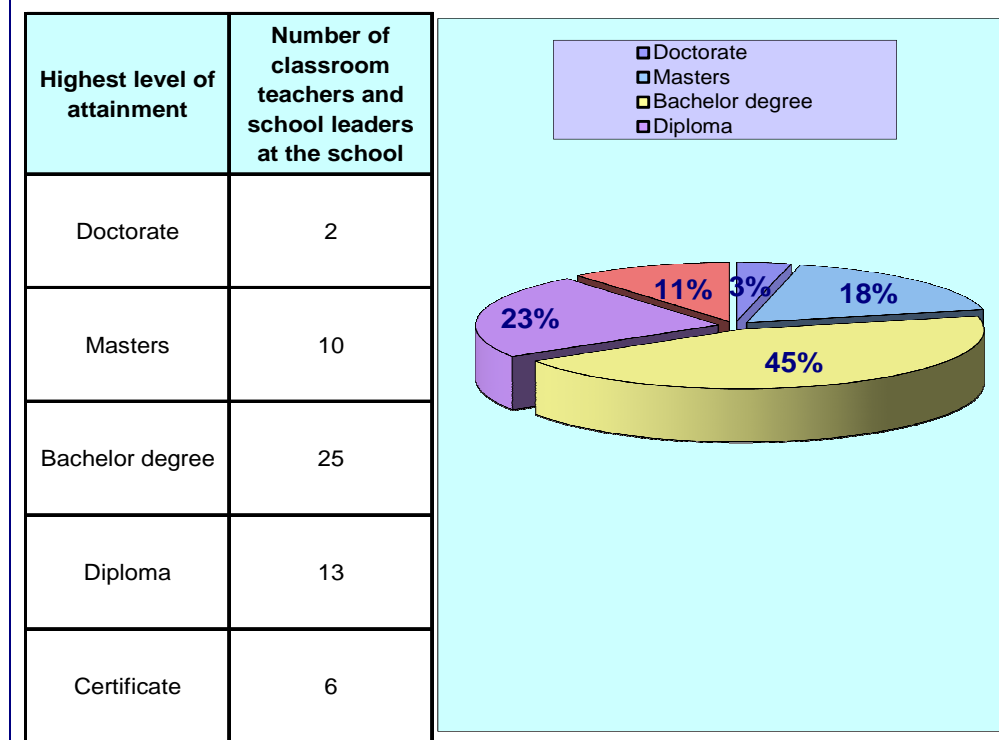
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$50,274	\$20,048	\$17,115	\$5,360	\$7,751	\$0	\$0	101,252	833	0
2009	\$43,997	\$17,019	\$0	\$0	\$6,945	\$0	\$20,033	3,355	777	0
% change 2009 - 2010	14%	18%	N/A	N/A	12%	N/A	-100%	2918%	7%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	34	12	0
Full-time equivalents	26	9	0

Qualifications of all teachers.



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$14000.

Our staff profile

The major professional development initiatives were as follows:

One-School Release 3 Training

One-school Timetabling Training

ICT (Information and Communication Technology) Skill Development

Literacy and Numeracy Workshops

Data Analysis

Gifted Education Mentor Training

Supporting students with special needs

Workplace Health and Safety

Participation - QASSP State Conference

Participation - South Coast Deputy Principal's Core Business Days

Participation - District Administrators' Days

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 84% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 93%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92%	93%	89%	94%	92%	93%	94%					

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 Loganholme State School:

Class Rolls are marked twice daily (morning and again after second break).

Codes are used to identify the reason for absence.

Office staff will contact families in the event of an unexplained absence or if unable to reach families by phone will send home a School Absence Letter providing them with an additional opportunity to provide a reason for their child's absence.

Continued unexplained absences are referred to Administration who will follow up with parents and utilise the Education Queensland "Compulsory Schooling" enforcement letter process if required. Records of all student absence are maintained in SMS/One-School and updated on a weekly basis.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

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 Loganholme State School the attendance rate of our indigenous students for 2010 was 94.4%, with 100% of students' progression from one year level to the next. NAPLAN testing was (and still is) for students who are in Years 3, 5 and 7 only.