

# Loganholme State School

## Queensland State School Reporting

### 2015 School Annual Report



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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 2015

#### Teaching and Learning:

At Loganholme we develop the students holistically valuing their social, emotional and academic needs right throughout their time at our school.

As a school 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.

2015 saw the enhancement of our Classroom Blitz program which monitors (daily) all aspects of a student's responsibility to their schooling - uniform, attendance, punctuality, bookwork, and behaviour. The program is seen as very positive in the eyes of the children as they contribute each day to their class points, and, ultimately the choice of the theme for the whole school 'Fun Friday' which is chosen by the winning class of the week.

In 2015 the school maintained 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 one of our talented teacher aides and some which are more child-directed. Parents also have the opportunity to network with each other at this playgroup whilst also engaging with their child's early learning experiences.

In 2015 we continued with our Pre-Prep program called Kingfisher Kindy. The program runs for the second half of the school year and prepares our future Prep students for their first year of school. Kingfisher Kindy engages children in activities to develop their basic Literacy and Numeracy skills. The children are immersed in activities to build their fundamental skills whilst

they become familiar with the school grounds and some of our early years staff. Kingfisher Kindy was a successful addition to our early year's programs and will continue in 2015.

The Loganholme Littlies program continued in 2015 and has resulted in a significant amount of engagement with our daycare centres as well as our local community to spread awareness about what parents could be doing with their child at home to support their early learning development. Reciprocal teaching provided both the prep and kindy teachers with mentoring opportunities to align practice as much as possible across the different teaching spaces. Our parent workshops linked in with the Top 10 Skills so we could teach the parents how to foster and develop these skills at home through fun, interactive and hands on activities.

2015 also saw the school continuing with our 'Busy Bees' and 'Literacy Pals' programs as a proactive approach to intervention in the Early Years. Selected students participated in these extra tuition programs to improve their Literacy and Numeracy outcomes in Prep and Year 1.

Our iPad program continued in 2015 with a pod of five iPads being integrated into daily teaching activities in every classroom, every day. In 2015 our teachers engaged the students in learning by using a range of apps which are targeted towards the curriculum priorities for their year level. In 2015 our school plans to take this program one step further by running a lunchtime program called 'iPad Island' which will provide the students with further opportunities to use the iPads to consolidate their learning.

In 2015 our student leadership team were instrumental in developing the weekly assembly vignettes which were based on our school values program. These vignettes were filmed using the iPads and developed using the iMovie program.

Our students in Years 5 and 6 attended a beach camp with each year level staying for three and five days respectively. Looking to the future the Year 4 students will attend a one night camp in 2016.

2015 saw the continuation of our student leadership program. This program begins for our students when they are in their final days of Year 5 and continues right throughout their final year at school. Students participating in the program are involved in many leadership activities right throughout the year working with our younger students and teachers at every opportunity. These students earn a leadership shirt, a leadership badge and for some the opportunity to win a leadership bursary to help toward their high school tuition.

At Loganholme we place strong value on school and community partnerships. We firmly believe that as a school 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. Our Prep Parent Information Workshops continued through 2015 and provided parents with valuable information and resources to prepare their child for starting Prep at Loganholme State School.

All parents and carers to inform them of the school direction for each term. These evenings have an educational 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.

#### **Facilities:**

In 2015 the final phase of our internet upgrade to GWIP was completed. The school was also built a new tennis / basketball facility and established an additional outdoor eating / play area on the old tennis court site. The storm water drains on the northern end of the school oval were upgraded as well as rerouting the existing drains underneath Kingfisher Hall.

### **Future outlook**

#### **Strategic Direction for 2015:**

- Unrelenting focus on improved student academic performance in Literacy, Numeracy and Science.
- Development of a Professional Learning Community (PLTs) where each year level teaching team is known as a Professional Learning Team (PLTs) that use student data to drive all decision making.
- Refining and enhancing the schools pedagogical practice through the development of a Guaranteed and Viable Curriculum (GVC) and the introduction of Explicit Direct Instruction (EDI).
- 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.
- Celebrating and enhancing areas of strength as identified in the School Discipline Audit as well as actioning areas for improvement.
- Refine the implementation of the Gifted Education Framework to ensure consistency of approach, with a focus on differentiation evident right across the school.
- Appropriate implementation of the humanities domain within the National Curriculum.

- A comprehensive NAPLAN strategy that is transparent and focussed firmly on school improvement.
- Oral language support for students identified in Prep.
- Levelled Literacy Intervention provided to all students identified in Years 1, 2 and 3.
- Closing the Gap between indigenous and non-indigenous student performance.
- Continue with implementation of the Performance Plans for administrators and teaching staff.
- Consolidation of OneSchool as the operational environment for school data, plans and financial operations.

## 2015 and Beyond

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

Successful implementation of the National Curriculum in classrooms by continuing to adapt the Curriculum into the Classroom (C2Cs) resources.

Literacy and Numeracy to be the strong and unrelenting focus on 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, Numeracy, Science and History through targeted initiatives, individual Learning Ladders, differentiation and careful ongoing student monitoring as evidence throughout the year.

Time allocated for the analysis and discussion of data across year level teams to ensure student assessment data was driving planning and curriculum delivery.

Resources allocated to targeted areas as identified in year level data discussions.

Professional learning opportunities to be reviewed each term to ensure the capacity of all teaching and non-teaching staff was occurring.

Development of a Professional Learning Community (PLC) across the school to shift the focus from 'teaching' to 'learning', thus maximising opportunities for short and long-term student improvement

## 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	526	271	255	28	93%
2015	519	262	257	31	93%
2015	518	262	256	26	97%

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:

### Average class sizes

Phase	Average Class Size		
	2013	2015	2015
Prep – Year 3	24	20	23
Year 4 – Year 7 Primary	24	25	24
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	2015*	2015**
Short Suspensions - 1 to 5 days	20	33	16
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 2015 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.

## Curriculum delivery

### Our approach to curriculum delivery

Our distinctive curriculum offerings

- Each morning all students across the school participate in 30mins of sustained physical activity and, for the younger students, perceptual motor program activities.
- Students study Japanese in our LOTE (Languages Other Than English) Program with students from Years 5-6 participating.
- Students participate in specialist classroom music programs.
- Senior students play a number of different sports led by students from the local high school. They also participate in a range of sporting competitions.
- 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. Students in each class have access to their own set of iPads which are incorporated into daily teaching activities.
- An environmental focus is incorporated in learning activities and a stage 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. This is done through:
  - Buddy Readers – a daily reading program that resulted in a Year 6 student reading with a Prep student each morning.
  - Kingfisher Readers – a program that sees Year 6 students visiting the local daycare centres twice each week to engage with the young children in guided reading.
  - Peer Mediators – a buddy program that is run each play break and involves the students in Years 5 and 6 who are working toward attaining their leadership shirt to run programs and games with the younger students in the playground.

Community involvement in the celebration of student learning including culminating activities for units of work and special whole school events such as Fun Fridays, Under Eights Day, Walk to School Safely day, Bookfair Day, and whole school sporting carnivals are an important aspect of our educational programs.

### Extra curricula activities

- Before school 'Busy Bee' intervention programs are provided for the Prep and Year 1 students.
- 'Literacy Pals' extension program is offered for Prep and Year 1 students during first break.
- Lunchtime programs to all of our students from Prep – Year 6:
  - "Flash Mob" dance program
  - Sports Club split over two ovals
  - Kids Club which is split into a middle years activity and an early years activity
  - Games Room to provide indoor games for all students
- An Instrumental Music Program offers tuition in Brass, Woodwind and Percussion instruments to students in Years 4-6 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.
- 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 ICAS testing and Tournament of Minds.

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

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

The ICT infrastructure continues to be improved with Wifi installed into 100% of the classrooms in 2015.

All school computers and teacher devices were upgraded to the Office 365 platform in 2015. Teachers also use a 3G iPad in their lesson delivery each day to provide students with enhanced learning opportunities that are aligned with 21<sup>st</sup> century learning.

In 2015, the computers in each classroom were upgraded for the students to access the curriculum and integrate their learning. Each class from Prep-Year 6 have a group of computers on which they access information, produce work, and participate in online learning activities.

Classes were also allocated a 'Pod' of iPads which students can access for group and individual learning.

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

## 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 organisation, where school practices are proactive rather than reactive and where appropriate non-discriminatory language and behaviours are defined, modelled and reinforced.

Each week our students create vignettes that demonstrate to our student body how school rules are to be followed. These vignettes as well as a "Value of the Week" vignette are played at the weekly assembly.

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 of Australian schools:

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

## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2015	2015
their child is getting a good education at school (S2016)	98%	85%	98%
this is a good school (S2035)	97%	70%	94%
their child likes being at this school (S2001)	98%	85%	96%
their child feels safe at this school (S2002)	98%	94%	94%
their child's learning needs are being met at this school (S2003)	93%	73%	84%
their child is making good progress at this school (S2004)	95%	79%	90%
teachers at this school expect their child to do his or her best (S2005)	100%	94%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	82%	90%
teachers at this school motivate their child to learn (S2007)	93%	82%	92%
teachers at this school treat students fairly (S2008)	92%	79%	92%
they can talk to their child's teachers about their concerns (S2009)	97%	91%	94%
this school works with them to support their child's learning (S2010)	90%	73%	86%
this school takes parents' opinions seriously (S2011)	95%	64%	80%
student behaviour is well managed at this school (S2012)	90%	67%	86%
this school looks for ways to improve (S2013)	100%	78%	85%
this school is well maintained (S2015)	92%	88%	92%

Performance measure			
Percentage of students who agree# that:	2013	2015	2015
they are getting a good education at school (S2048)	100%	97%	98%
they like being at their school (S2036)	95%	97%	95%
they feel safe at their school (S2037)	97%	98%	96%

Performance measure			
Percentage of students who agree# that:	2013	2015	2015
their teachers motivate them to learn (S2038)	95%	99%	98%
their teachers expect them to do their best (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work (S2040)	97%	98%	94%
teachers treat students fairly at their school (S2041)	90%	98%	97%
they can talk to their teachers about their concerns (S2042)	93%	97%	92%
their school takes students' opinions seriously (S2043)	98%	97%	96%
student behaviour is well managed at their school (S2044)	86%	93%	91%
their school looks for ways to improve (S2045)	97%	98%	95%
their school is well maintained (S2046)	95%	94%	96%
their school gives them opportunities to do interesting things (S2047)	92%	97%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2015	2015
they enjoy working at their school (S2069)	83%	96%	90%
they feel that their school is a safe place in which to work (S2070)	88%	100%	90%
they receive useful feedback about their work at their school (S2071)	73%	88%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	88%	84%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	93%	96%	97%
student behaviour is well managed at their school (S2074)	95%	100%	100%
staff are well supported at their school (S2075)	70%	88%	70%
their school takes staff opinions seriously (S2076)	74%	86%	69%
their school looks for ways to improve (S2077)	95%	100%	97%
their school is well maintained (S2078)	98%	96%	100%
their school gives them opportunities to do interesting things (S2079)	75%	100%	82%

# '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

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
- Fundraising
- Tuckshop operations
- School Newsletter production and distribution
- Student Banking
- School Marketing
- Classroom Involvement
- Working Bees
- Craft Group

### Volunteer in classrooms – reading with children, craft activities etc.

- Making resources at home or school
- Volunteering in the school resource centre

## Reducing the school's environmental footprint

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

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	122,391	487
2013-2015	140,329	169
2015-2015	133,844	264

\*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	36	19	0

Full-time equivalents

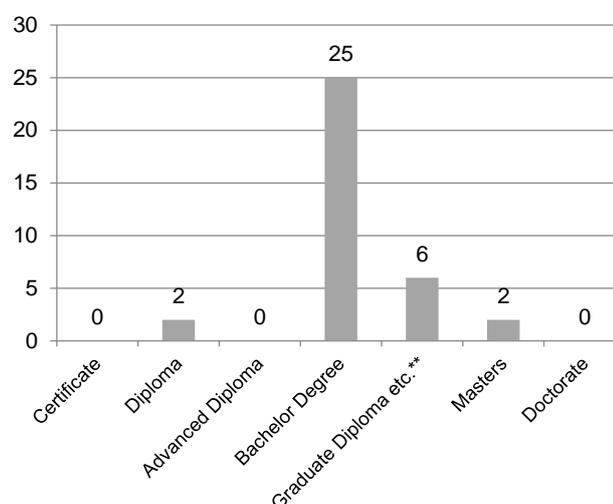
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13

0

**Qualification of all teachers**

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	25
Graduate Diploma etc.**	6
Masters	2
Doctorate	0
<b>Total</b>	<b>35</b>



\*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 \$35 332.

The major professional development initiatives are as follows:

- The Big Six in Reading (Literacy)
- Spelling Mastery
- Essential Skills for Classroom Management
- One-School System Management Training
- iPad Skill Development
- Reciprocal Teaching / Peer Mentoring
- Maths Pedagogy
- NAPLAN Marker Training
- Neuroscience for Learning
- Excel Training
- Literacy and Numeracy Workshops
- Differentiation
- Data Analysis using pivot tables
- Special Education Individual Support Programs
- Workplace Health & Safety
- Anaphylaxis Awareness & Training
- Asthma Training
- First Aid Training
- Behaviour Management Training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2015	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

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

From the end of the previous school year, 93% 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

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	2015	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	95%

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)

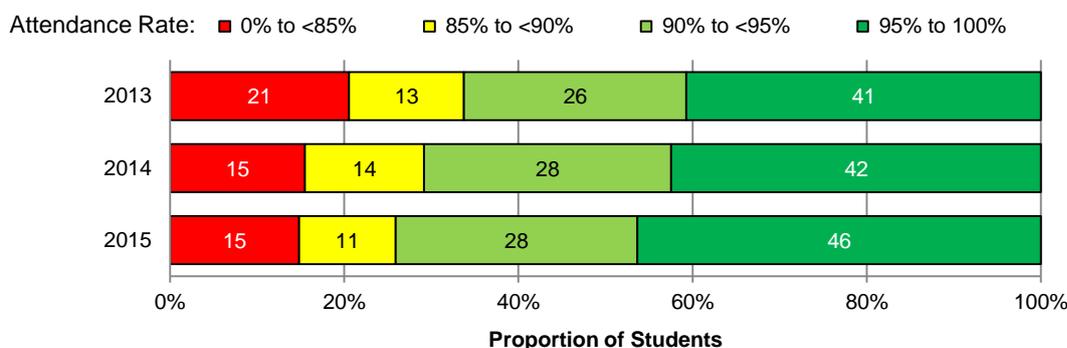
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	92%	91%	94%	90%	89%	90%	91%					
2015	93%	92%	92%	92%	93%	91%	90%	90%					
2015	93%	92%	93%	94%	92%	93%	92%						

\*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.



### 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 Loganholme State School:

- Class Rolls are marked twice daily (morning and again after second break).
- Codes are used to identify the reason for the 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 absences are maintained in SMS/One-School and updated on a weekly basis.

### 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

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Sector:

Government

Non-government

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.