

| | | |
|---|---------------------------|--|
|  | PO address | PO Box 118, LAIDLEY 4341 |
| | Phone | 07 54668222 |
| | Fax | 07 54668200 |
| | Email | the.principal@laidleydistss.eq.edu.au |
| | Website or Contact Person | www.laidleydistss.eq.edu.au |

Principal's foreword

Introduction

The school year is always dynamic and the last twelve months have been no exception. Engaging our children in a worthwhile and relevant curriculum with a focus on preparing to function in the future is both an exciting and challenging time for Laidley District educators. Participating in learning opportunities for staff to enhance learning outcomes for students was a significant focus in 2007 and will be again in 2008. Education Queensland's Destination 2010 document, identifies improved learning outcomes for all students. To achieve the outcomes outlined in Destination 2010, there is a need to continually reflect, evaluate and refine the way our school operates and the way we operate in the classroom.

Future outlook

The school is currently challenged by an above state average in the number of student transfers in and out. With fewer transfers out than in, an increase in overall enrolment is the current trend. This is indicative of the above the national average growth in population in South East Queensland.

The acceptance of every school community member that the maintenance of a school ethos and climate is everyone's business has never been more important. Our school vision, 'Open Countryside.....Endless opportunities to Grow', supported by a clear set of values, gives us as a community, a clear set of boundaries between which we can operate and make decisions.

The teaching staff has completed the development of what we call 'Our Personal Pedagogy', having participated in a range of activities which enables all teachers to clearly share with parents and students how we teach and why we teach the way we do at Laidley District.

The teaching staff at Laidley District is committed to ongoing learning and refinement of teaching practices to meet the needs of the range of students in classes. The teaching staff is supported by a dedicated group of teacher aides and other support staff at the school.

Our school at a glance

School Profile

- The school is a co-education school catering for students from Prep to Year Seven. In 2007, the preparatory year commenced as part of primary school. The school has an enrolment of 613 students, which include students enrolled at the school's special education unit.
- The school is not structured in the usual hop step year level pattern but in learning stages, which we call Junior Stage One, Stage One, Stage Two and Stage Three. The stages generally correspond to prep, lower, middle and upper primary with all classes being multi-aged and with a degree of overlap between each of the stages depending on the learning needs of individual students.
- The school is located in the Laidley Cluster of schools. Laidley Cluster of Schools has developed strong links as a result of its high level of commitment to the Middle Phase of Learning Action Plan for State Schools. This will continue to be underpinned through community involvement and teacher professional dialogue to increase the capacity of teachers and build sustainable leadership amongst staff in schools.
- Students' life experiences in this cluster are often based around their connection with either the rural or more urbanised communities in which they live. Traditionally the community has reflected Germanic cultural history but this is no longer as evident.
- Cultural diversity is most evident in a growing indigenous enrolment over the years; now at about 5%. This brings a richness of experience to a number of schools and the opportunity to share cultural experiences across schools.

Curriculum offerings

Our distinctive curriculum offerings:-

- Instrumental Music (Stages 2 and 3)
- High Ropes (Stage 3)
- Low Ropes (Stage 2)
- Choir

Extra curricula activities:-

- Excursions and Camps if aligned with the teacher's classroom curriculum

How computers are used to assist learning:-

A range of programs integrating key learning areas is used across the school. Programs that are age and developmentally appropriate are utilised by teachers to assist learning. The classroom teachers are the best source of information on the specific program used to support the development of literacy and mathematical skills.

Students in Stages 2 & 3 are able to use email for communication. All computers are connected to the internet with students in Stages 2 & 3 being taught how to use this resource for research.

Students in all year levels use the Microsoft Office programs of Word, Publisher and PowerPoint for presentation of work with a growing sophistication of presentation as they progress through the school.

Social climate

The management of students' behaviour at the school is based on the program 'Pathways to Peace' which promotes a seven message Peace Code. A chaplain was appointed to the school in the latter part of 2007 and is funded for three years by a Federal Government grant.

The results of parent surveys for 2006 indicate that parent opinion on school climate is comparable to that of other state schools. Students satisfaction survey results are comparable and in some areas above students in other state schools. Whilst the management of students focuses on recognition and celebration of student leadership and

Our school at a glance

positive behaviour, bullying in its many forms is confronted and addressed by the staff at the school. Bullying in any form is totally unacceptable, will be confronted and will not be tolerated.

Involving parents in their child's education.

We believe that parents are the foremost educators of their children with the classroom teachers and school curriculum providing the academic focus of the child's education. Hence we believe it is critical to have strong links with the parents of all students.

Whilst all teachers encourage and prefer face to face discussions with parents, it is not always practical. All teachers, therefore, use a 'Keeping in Touch' book to engage in regular communication with parents and to seek parent feedback and input into their child's education. The opportunity to have discussions with parents around the twice yearly student reports, is offered in a variety of formats to suit the focus of the discussion and the needs of the parents.

In 2005 and again in 2008, parents will be asked to complete the IDEAS diagnostic inventory which is a structured series of questions focused on the future directions of the school. The information is used to provide a school based direction for the school aligned with the overall direction of state school education.

A core unit of parents attend P&C meetings. The response rate to any surveys sent from the school to elicit parent opinion is pleasantly in the 70% plus category.

A regular core of parents assists with classroom activities from Junior Stage One through to Stage Three. Whilst this core of parents usually diminishes as students reach the latter years of primary school, we not only have teachers who are delighted with in class support from parents, but parents who are willing to take part.

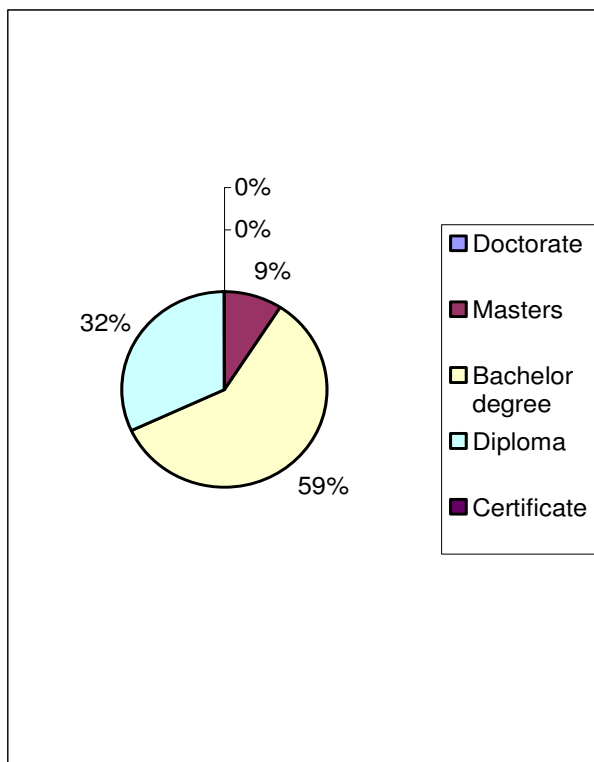
Whole of school functions including the school's ANZAC Service, Peacemaker of the Term assemblies, Academic Awards, Sport's Week activities and the annual Fun Run to raise funds for all children to attend the Life Education Van, were well attended by parents, caregivers and extended family.



Our staff profile

Qualifications of all teachers

| Highest level of attainment | Percentage of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 4 |
| Bachelor degree | 26 |
| Diploma | 14 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2007 was \$25,250.74 .
- The major professional development initiatives are as follows:- Queensland Curriculum Assessment and Reporting Framework (QCARF) ; Primary Connections. The QCARF element of teacher learning is significant and large as we as teachers prepare for a new syllabus in each subject requiring refocusing on the way we design assessment and learning and the reporting format.
- The involvement of the teaching staff in professional development activities during 2007 was 96 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2007.

Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, 76 % of staff were retained by the school for the entire 2007 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2007 was 94 %. There is an increasing trend for students to be absent on the Friday before every school vacation.

Key outcomes in the early and middle phases of learning

| Results in the Year 2 Diagnostic Net | | | | | |
|--|---|---|------|------|------|
| | | Percentage of students not requiring additional support | | | |
| Reading | | 83% | | | |
| Writing | | 86% | | | |
| Number | | 83% | | | |
| Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests. | | | | | |
| | | | Yr 3 | Yr 5 | Yr 7 |
| Reading | Average score for the school | | 520 | 588 | 675 |
| | Average score for Queensland | | 527 | 606 | 672 |
| | Percentage of students at the school above the national benchmark | 2007 | 93 % | 66 % | 84 % |
| | | 2006 | 99 % | 71 % | 93 % |
| Writing | Average score for the school | | 525 | 568 | 699 |
| | Average score for Queensland | | 523 | 600 | 681 |
| | Percentage of students at the school above the national benchmark | 2007 | 95 % | 83 % | 92 % |
| | | 2006 | 93 % | 91 % | 99 % |
| Numeracy | Average score for the school | | 500 | 575 | 636 |
| | Average score for Queensland | | 521 | 588 | 648 |
| | Percentage of students at the school above the national benchmark | 2007 | 82 % | 76 % | 65 % |
| | | 2006 | 83 % | 78 % | 88 % |

Other Key Outcomes

Value added

In the Year 2 net, there has been a decline over a period of years in the number of students identified as requiring additional support in reading and writing. In 2005, with 70 students in Year 2, 21% required additional support in reading whereas in 2007 with 77 students in Year 2, this figure was 17%. In 2005, 27% of Year 2 students required additional support in number, whereas in 2007, 17%, required additional support. However in Year 2 Net Writing Number, no reduction has been achieved over a period of years.

The group of students in Year 7 in 2007 were in Year 5 in 2005. In 2005, when the 2007 Year 7 group of students were in Year 5, 17.2% of students in Numeracy and 26.6% of students in Literacy were identified as being in the bottom 15% of students in the state. In 2007, when this group of students completed their Year 7 tests, 16.2% of the students in Numeracy and 15.7% of students in Literacy, were identified in the bottom 15% of students in the state.

A similar comparison for this group of students is that in 2005 in Year 5, 78.1% of students were above the national benchmarks in reading, whilst in 2007 when in Year 7, 83.6% were above the national benchmarks in reading. There was a similar growth in writing; 81.0% in 2005, and 91.8% in 2007 being above the national benchmarks in writing. There was also a drop in the % of students in this group being above the national benchmarks in numeracy; 82.8% when in Year 5 2005, 65.3% when in Year 7, 2007

Parent, student and teacher satisfaction with the school

In general, parents surveyed expressed above state average satisfaction with the school especially in areas which are visibly measurable and able to be determined without a parental presence in the classroom. These areas included learning climate, school climate, school community relations and resourcing.

Whilst student satisfaction in all areas is more than satisfactory compared with other schools in the state, there has been a minimal recovery in all areas in the last twelve months. The attributable factors to this recovery are difficult to determine, however the school is experiencing a higher than state average itinerancy of students.

The staff satisfaction surveys again indicate a general decline in satisfaction from 2006. The staff expressed significant satisfaction in only one of the seven areas of the survey, namely work environment. Items which are appreciably below other schools in the state are:- working relationships between staff, team spirit, working relationships with other staff, feedback on work performance and clarity of work responsibilities. It is difficult to separate the information into teachers, specialist teachers, teachers aides, office staff and cleaning staff however the data is telling a story about morale at the school. Despite this data, no staff member applied for a transfer from the school in 2007 for other than personal circumstances.