

Leyburn State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	c/- Post Office Leyburn 4365
Phone	(07) 4695 0172
Fax	(07) 4695 0226
Email	principal@leyburnss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Jack Mathewson - Principal

From the Principal

School overview

Leyburn State School is an Education Queensland State Primary School catering to students from Prep to Year 6. The school has an enrolment of about 30 primary school students. Teaching staff consist of two permanent and two part-time teachers. Three part time teacher aides assist students daily. Staff are committed to excellent teaching, preparation and planning to consolidate and improve student learning. Staff are also committed to developing school wide programs in consultation with parents and community members. Itinerant teachers in Music, LOTE and Physical Education service the school. Our Language Other Than English is French. Other curriculum offerings include project club, cluster school choir, cluster sporting events and Yr 6-7 orientation. Computers are housed in each classroom providing general use, extension and enrichment activities to promote student learning and to support individual learning needs. At Leyburn we are committed to helping children develop the knowledge, skills and attitudes that will enable them to lead worthwhile lives and be active, responsible citizens in accordance with our motto 'We Grow with Pride'.

Leyburn State School has continuously been educating students around the district since 1882.

Our school values are:

- Be Safe
- Be Respectful
- Be Responsible
- Be Resilient

School progress towards its goals in 2018

Leyburn State School's Explicit Improvement Agenda prioritised focusses on embedding Positive Behaviour for Learning practices and systems, developing a whole school curriculum plan and foci around reading and writing. Throughout 2018, there were also several changes in the Principal of the school.

Priority	Strategy	Action	Responsibility	Embedded	Consolidating	Beginning
Embed PBL practices and systems.	Official launch of PBL	Have two coaching and feedback session per semester focused around PBL implementation with each teacher and teacher aide.	<ul style="list-style-type: none"> • Brouwer, Peter (BROUPE) • Casbolt, Robyn (006825) • Forrest, Rebecca (FORRRE) • Gilmore, Sam (GILMSA) • Grant, Doreen (GRANDO) • Halls, Angela (HALLAN) • Kowitz, Alison (KOWIAL) • Stewart, Leesa (STEWLE) 	●	●	●
Embed PBL practices and systems.	Construct bank of lessons plans for teaching matrix.	Construct lesson bank for each 18 main dot points for all areas of the behaviour teaching matrix.	<ul style="list-style-type: none"> • Casbolt, Robyn (006825) • Forrest, Rebecca (FORRRE) • Gilmore, Sam (GILMSA) • Grant, Doreen (GRANDO) • Halls, Angela (HALLAN) • Kowitz, Alison (KOWIAL) 	●	●	●
Embed PBL practices and systems.	Construct bank of lessons plans for teaching matrix.	Create lesson plan for each dot point in the teaching matrix.	<ul style="list-style-type: none"> • Casbolt, Robyn (006825) • Forrest, Rebecca (FORRRE) • Gilmore, Sam (GILMSA) • Grant, Doreen (GRANDO) • Halls, Angela (HALLAN) • Kowitz, Alison (KOWIAL) 	●	●	●

Embed PBL practices and systems.	Fund PBL internal and external coach.	Provide 4 days TRS to support internal coach.	<ul style="list-style-type: none"> Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) 	●	○	●
Embed PBL practices and systems.	Hold monthly PBL meetings	Maintain monthly / 3 times per term PBL meetings.	<ul style="list-style-type: none"> Casbolt, Robyn (006825) Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) Grant, Doreen (GRANDO) Halls, Angela (HALLAN) Kowitz, Alison (KOWIAL) 	○	●	●
Embed PBL practices and systems.	Actively encourage parents to attend meetings.	Provide better communication through newsletter, school sign, messaging and facebook of PBL meetings including decisions and directions.	<ul style="list-style-type: none"> Casbolt, Robyn (006825) Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) Grant, Doreen (GRANDO) Halls, Angela (HALLAN) Kowitz, Alison (KOWIAL) 	●	○	●
Embed PBL practices and systems.	Implement PBL lessons for whole school and classroom specific.	Hold PBL whole school lessons in first lesson of the week as a priority. Hold PBL individual class lesson daily to reinforce Monday's lesson in all classrooms.	<ul style="list-style-type: none"> Brouwer, Peter (BROUPE) Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) 	●	○	●
Whole School Curriculum Plan	6 unit English plan developed and implemented aligned with the AC.	Work with teachers on deconstructing the literacy demands of units of work.	<ul style="list-style-type: none"> Brouwer, Peter (BROUPE) Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) 	●	●	○
Whole School Curriculum Plan	6 unit English plan developed and implemented aligned with the AC.	Map units of work against AC and create 4 units per A/B year cycle for implementation.	<ul style="list-style-type: none"> Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) 	●	●	○
Whole School Curriculum Plan	6 unit English plan developed and implemented aligned with the AC.	Work with CPO to deconstruct the literacy demands of units of work.	<ul style="list-style-type: none"> Brouwer, Peter (BROUPE) Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) 	●	●	○
Priority	Strategy	Action	Responsibility	Embedded	Consolidating	Beginning
Whole School Curriculum Plan	Math units developed and implemented	Work with CPO to deconstruct the numeracy demands of units of work.	<ul style="list-style-type: none"> Brouwer, Peter (BROUPE) Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) 	●	●	○
Whole School Curriculum Plan	Math units developed and implemented	Map units of work in Mathematics AC and create 4 units per A/B year cycle for implementation.	<ul style="list-style-type: none"> Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) 	●	●	○
Whole School Curriculum Plan	Science plan aligned with AC.	Work with teachers to deconstruct the literacy and numeracy demands of units of work.	<ul style="list-style-type: none"> Brouwer, Peter (BROUPE) Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) 	●	●	○
Whole School Curriculum Plan	Science plan aligned with AC.	Adapt Small School Central Queensland Science Plan to align with Australian Curriculum.	<ul style="list-style-type: none"> Brouwer, Peter (BROUPE) Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) 	○	●	●
Reading / Writing	Implement Leyburn SS reading plan	Align reading practices within the school.	<ul style="list-style-type: none"> Gilmore, Sam (GILMSA) 	●	○	●
Reading / Writing	Implement Leyburn SS reading plan	Explicitly teach to staff the 9 key Reading comprehension strategies from Teaching Reading Comprehension Strategies a practical classroom guide by Sheena Cameron.	<ul style="list-style-type: none"> Gilmore, Sam (GILMSA) 	●	●	○
Reading / Writing	Implement Leyburn SS reading plan	Monitor through coaching and feedback sessions the use of reading comprehension strategies.	<ul style="list-style-type: none"> Forrest, Rebecca (FORRRE) Gilmore, Sam (GILMSA) 	●	●	○
Reading / Writing	Use of data walls to monitor student progression	Use constructed data walls for reading and writing.	<ul style="list-style-type: none"> Gilmore, Sam (GILMSA) 	●	●	○
Reading / Writing	Use of data walls to monitor student progression	Teaching staff to attend collaboration days with CPO and other cluster teachers to build capacity in identify reading and writing practices and increase student performance.	<ul style="list-style-type: none"> Gilmore, Sam (GILMSA) 	○	●	●
Reading / Writing	Use of data walls to monitor student progression	Build staff capacity to increase student attainment in reading and writing through attending case management meetings and engaging in data driven discussions on student success.	<ul style="list-style-type: none"> Gilmore, Sam (GILMSA) 	●	●	○

With a view towards 2019, PBL practices and systems, Whole School Curriculum Planning and reading and writing will continue to be prioritised in 2019. All students have shown steady improvements in reading.

Future outlook

In 2019, we plan to implement 'sharp and narrow' focus areas which are informed by data and based on our Schools Annual Implementation Plan for 2019. These are:

Embed PBL practices and systems

Create a Whole School Curriculum Plan for English and Mathematics informed by the Australian Curriculum.

Reading and the creation of a reading framework

Writing

Attendance

To ensure we have explicitly targeted priorities, strategies have been developed that are contextual to our school, our students and associated data trends. In 2019, Leyburn State School will continue its commitment to planning and delivering a quality, engaging curriculum and learning opportunities. Our main focus areas for 2019 are:

2019 Annual Implementation Plan Priorities	School Strategies	School Actions
<p>Embed PBL practices and systems (Targets - Reduction in tier 2 and 3 behaviour incidences to thirty or lower, Increased student, staff and parent satisfaction that behaviour is managed well at this school in SOS from 50% in 2018, to 80% in 2019).</p>	<p>Hold a community launch event.</p> <p>Construct a bank of lessons for teaching matrix (PBL and Zones of Regulation)</p> <p>Fund PBL internal and external coach.</p> <p>Hold monthly PBL meetings.</p> <p>Embed whole school and classroom strategies and expectations</p>	<p>Hold a community launch event and begin working within tier two.</p> <p>Implement Zones of Regulation throughout school. Construct lesson bank for each 18 main dot points for all areas of the behaviour teaching matrix. Hold a weekly PBL parade.</p> <p>Provide TRS to support internal coach.</p> <p>Maintain monthly PBL meetings. Actively encourage parent participation in meetings.</p> <p>Implement PBL lessons for whole school and classroom weekly behaviour focus. Review whole school Responsible Behaviour Plan for Learning. Maintain parent and community knowledge of School Wide Behaviour e.g. parent information evening, newsletter and website.</p>
<p>Whole School Curriculum Plan (Target- develop and implement whole school curriculum overview aligned with the AC. (English and Mathematics)</p>	<p>Six multi-age English and Mathematics unit plans developed and implemented.</p> <p>Technology and Digital Tnology plan created and implemented.</p> <p>HASS plan aligned with AC.</p> <p>Whole school curriculum plan review.</p>	<p>Work with teachers on deconstructing the literacy demands of units of work. (Co-Planning) Provide time and support for co-planning of English units. Map units of work against AC and create 6 units.</p> <p>Develop computer and technology resources to implement the demands of the digital technology syllabus. Trial C2C Technology units across the school. (1 per class) Engage regional STEM champion to assist with implementation.</p> <p>Map content descriptors to ensure</p>

		<p>fidelity of Australian Curriculum.</p> <p>Publish and align school curriculum overview from P-6 to reflect implementation of Australian Curriculum.</p>
<p>Reading (Target - Percentage of students reading at or above DDSW regional benchmarks moving from 75% - 85%. All students relative gain comparable with like schools in reading and writing.)</p>	<p>Implement and refine LSS reading plan.</p> <p>Use data walls to monitor student progression.</p>	<p>Complete Leyburn SS Reading Framework to ensure consistency of practice. Implement Professional Development aligned with LSS reading framework. Provide observation and feedback on the teaching of reading.</p> <p>Re-design data wall. Data conversations as a regular part of staff meetings.</p>
<p>Writing (Targets- Majority of students in years 3 and 5 attaining NMS for NAPLAN writing. All students relative gain comparable with like schools in reading and writing.)</p>	<p>Develop a focussed writing plan.</p>	<p>Provide PD in the teaching of writing. (Sheena Cameron & Louise Dempsey as well as Learning Place modules) Implement practical writing strategies in literacy lessons. Begin development of school-wide writing plan.</p>
<p>Attendance (Increase attendance from 87% in 2018 to 94% in 2019.)</p>	<p>Engage wit parents and community members through newsletters, parent information evenings, letters, discussions and P&C meetings regarding the importance of attendance.</p>	<p>Publish and inform parents of school-wide attendance rates in newsletters, P&C meetings, Community information evenings. Advertise 'Every Day Counts' resources and information to the school community. Inform parents of student non-attendance in writing and same day notifications.</p>

In 2019, all Leyburn State School students will be participating in a whole school, school camp to the Currimundi Sport and Recreation Centre. (Sunshine Coast) To support student learning, in 2019 an intervention program has been employed to increase student literacy outcomes. This program is informed by regular case management meetings and data as well as being designed by support teachers, classroom teachers and SLP professionals.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	36	40	39
Girls	18	20	17
Boys	18	20	22
Indigenous	5	6	6
Enrolment continuity (Feb. – Nov.)	84%	89%	79%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Leyburn is a small rural community located sixty-five kilometres from South-West of Toowoomba and sixty kilometres from Warwick on the Darling Downs. Students come from both farming, small landholder and local town families. They are from a variety of religious and ethnic backgrounds. 23% of students identify as Aboriginal or Torres Strait Islander. There are a number of students who are inclusively catered for from Indigenous heritage, children in care and students with special needs. The current school ICSEA rating is 928.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	19	21	19
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- All students have the unique opportunity to learning within a multi-age classroom. The extension or consolidation of individual student learning is one aspect that is enhanced by this setting.
- The Australian Curriculum is delivered to students supported by the C2C resource.
- Explicit Instruction is our chosen pedagogy for curriculum delivery. Visible learning will also be implemented in late 2019.
- Data is used to inform an individualised teaching and learning environment.

- All staff are provided with supportive feedback to ensure curriculum instruction is optimised.
- Students engage in HPE (swimming in Term 1 and 4 in our school pool), Music and LOTE once per week.
- A Speech Language Pathologist has been funded to support individual student intervention.
- A Guidance Officer attends Leyburn State School three weeks each Term.
- Denise Cable PBL team has been engaged to support Behaviour. Advisory Visiting Teachers, Physiotherapists and Occupational Therapists also service the school on a needs basis.

Co-curricular activities

- End of semester presentations.
- Awards evenings.
- Sporting activities including, Cross Country, triathlon, Athletics, and swimming carnivals. Participation in inter-school, district and regional carnivals.
- Gala sport days in Netball, Soccer, Rugby League which is offered to students aged nine and above.
- Year 6 graduation, leadership processes and graduation evenings.
- Excursions.
- Involvement in community events such as ANZAC day, Remembrance Day, Leyburn Sprints and community celebration events.
- NAIDOC activities.
- School camps (2019 at Currimundi Sport and Recreation Centre.)
- Inter school days such as Readers Cup, Pink Stumps Day and Deadly Australians incursions.

How information and communication technologies are used to assist learning

At Leyburn State School ICT is integrated across all curriculum areas. Technology components, including iPads, laptops, cameras, computers and interactive whiteboards are integral to the preparation, implementation and assessment of units of work. Classrooms are equipped with computers that have internet access for use in all facets of school life. Computers are used for whole-of class activities, group activities and individual access. iPads are used to effectively implement learning opportunities across all grades, including one on one support and whole group activities. Technological equipment and programs are purchased in order to support key learning areas and provide alternative options for extension, enrichment or to support specific learning needs. In 2019 one laptop per student will be purchased and robotics will be implemented as a part of the Digital Technologies curriculum.

Social climate

Overview

Leyburn State School creates and maintains a safe, supportive and disciplined learning environment through the school-wide implementation of Positive Behaviour for Learning strategies, implementation of 'Zones of Regulation' and through consistent and fair behaviour management strategies. The National Day of Action against Bullying is commemorated through bullying awareness lessons at Leyburn SS each year. Bullying at LSS is not tolerated. Staff at Leyburn State School have high expectations of student behaviour, participation and academic achievement.

Our behavioural expectations, "Be Safe, Be Respectful, Be Responsible and Be Resilient, forefront our safe and supportive learning environment, with weekly focus lessons. PBL strategies are implemented through the use of extrinsic and intrinsic rewards.

Differentiation is a way of life at Leyburn as a result of having diverse multi-year levelled classes. Whole school inclusive approaches are implemented daily as outline in our school curriculum and individualised learning plans.

Parent teacher interviews occur twice yearly and on a needs basis. Parent communication is regular and completed through text message, Facebook, notes sent home, fortnightly newsletters, Parent and Community Information Evenings and regular conversations. Parents are all invited to be a part of the Parents and Citizens Association and the PBL committee.

Leyburn SS also has a volunteer chaplain one morning per week.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	63%	DW
• this is a good school (S2035)	92%	50%	DW
• their child likes being at this school* (S2001)	83%	100%	DW
• their child feels safe at this school* (S2002)	83%	88%	DW
• their child's learning needs are being met at this school* (S2003)	92%	63%	DW
• their child is making good progress at this school* (S2004)	83%	63%	DW
• teachers at this school expect their child to do his or her best* (S2005)	100%	88%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	75%	DW
• teachers at this school motivate their child to learn* (S2007)	83%	63%	DW
• teachers at this school treat students fairly* (S2008)	58%	50%	DW
• they can talk to their child's teachers about their concerns* (S2009)	100%	63%	DW
• this school works with them to support their child's learning* (S2010)	83%	38%	DW
• this school takes parents' opinions seriously* (S2011)	67%	38%	DW
• student behaviour is well managed at this school* (S2012)	58%	50%	DW
• this school looks for ways to improve* (S2013)	83%	63%	DW
• this school is well maintained* (S2014)	100%	63%	DW

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	87%	94%	
• they like being at their school* (S2036)	94%	88%	
• they feel safe at their school* (S2037)	88%	81%	
• their teachers motivate them to learn* (S2038)	81%	88%	
• their teachers expect them to do their best* (S2039)	100%	94%	

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	88%	100%	
• teachers treat students fairly at their school* (S2041)	63%	73%	
• they can talk to their teachers about their concerns* (S2042)	81%	81%	
• their school takes students' opinions seriously* (S2043)	88%	81%	
• student behaviour is well managed at their school* (S2044)	75%	69%	
• their school looks for ways to improve* (S2045)	94%	88%	
• their school is well maintained* (S2046)	94%	88%	
• their school gives them opportunities to do interesting things* (S2047)	88%	93%	

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	89%	100%
• they feel that their school is a safe place in which to work (S2070)	92%	100%	100%
• they receive useful feedback about their work at their school (S2071)	92%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	75%	DW
• students are encouraged to do their best at their school (S2072)	92%	100%	100%
• students are treated fairly at their school (S2073)	92%	100%	100%
• student behaviour is well managed at their school (S2074)	83%	100%	86%
• staff are well supported at their school (S2075)	92%	100%	100%
• their school takes staff opinions seriously (S2076)	92%	100%	100%
• their school looks for ways to improve (S2077)	91%	100%	100%
• their school is well maintained (S2078)	92%	100%	71%
• their school gives them opportunities to do interesting things (S2079)	91%	100%	100%

* 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

Leyburn State School recognises that a child's academic and social development is the responsibility of all individuals associated with the child. This includes members of the child's family, school and community in general. The ability for these groups to work together in a positive partnership enhances learning outcomes. Parents are actively encouraged to become involved in their child's education in a number of ways including:

- Discuss their child's progress with relevant staff members at a mutually convenient time.

- Actively encouraging involvement in the formulation of school policies and processes.
- Participate in P&C meetings and whole school discussion involving the implementation of curriculum within the classroom.
- Reading and responding to messages via the fortnightly newsletter.
- Involvement in special parades, end of Term activities, sports days and parent-teacher interviews.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school is a Positive Behaviour for Learning (PBL) school. The school has undertaken the core modules of training, has a dedicated coaching and leadership staff who are committed to improving the behaviour climate. The behaviour team meet regularly with a parent representative, to discuss student progress towards appropriate, respectful and healthy relationships between all school members.

NDA against bullying is commemorated annually at Leyburn State School and in 2019, the Zones of Regulation program has been implemented as a part of the curriculum across the school.

The schools Responsible Behaviour Plan indicates a variety of ways that Leyburn SS addresses student's respectful, responsible and healthy relationships that occur in the school.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	12	7
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Over the course of the 2018 year, Leyburn State School increased its use of water with the restoration of the school pool and introduction of water monitoring by the local regional council.

Staff are working in a variety of ways to reduce the school's environmental footprint including, recycling paper, cardboard and plastic. Staff and students also engage in reducing running cost. Air-conditioners are kept at 25 degrees in summer and 20 degrees in winter. These measures are only used when inadequate ventilation is provided by fans or windows.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	34,584	19,293	39,603
Water (kL)	436	57,649	

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	9	0
Full-time equivalents	2	4	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

*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 2018 were \$12, 666.15

The major professional development initiatives are as follows:

- Dezley Konza – The Big Six
- PBL for learning training days
- Term 4 Principal SIMposuim
- Collaboration days
- Business Managers Induction
- First Aid training
- Embedding Oral Language across the Curriculum.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 56% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	93%	89%
Attendance rate for Indigenous** students at this school	95%	94%	93%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	91%
Year 1	94%	93%	92%
Year 2	90%	93%	93%
Year 3	96%	93%	95%
Year 4	86%	93%	90%
Year 5	93%	90%	86%
Year 6	89%	94%	84%

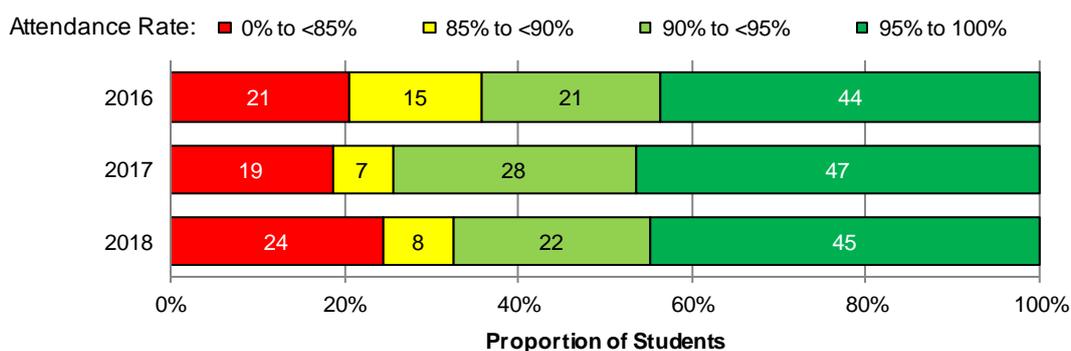
Year level	2016	2017	2018
Year 7			DW
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Leyburn State School, class rolls are marked twice per day. Marking occurs in the morning when students first enter the classroom, and at the commencement of the afternoon session. Student absences are recorded in the roll with specific indicators showing reasons for absence if known.

In the case of any absences, parents/carers are requested to advise the school of the reason for the absence on the same day they are away. This may occur by note, letter or a phone call from the parent/carer themselves. The school will attempt to contact parents if a child is away on the day of the absence. This is done by phone. If extended periods of absence occur, and the parent cannot be contacted, a letter is forwarded to the parent with a request for confirmation.

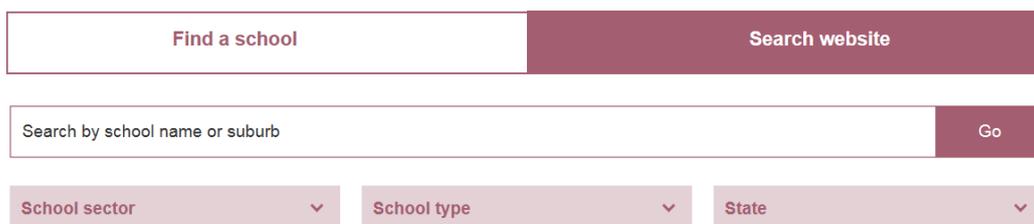
Students are actively encouraged to attend school daily through positive rewards and celebrated success with their learning.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.