

Leyburn State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training

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 reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Sam Gilmore – Teaching 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 36 primary school students. Teaching staff consist of two permanent and one part-time teacher. 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 and Physical Education service the school. Our Language Other Than English is French. Other curriculum offerings include project club, school choir, cluster sporting events and Yr 6 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'.

Principal's Foreword

Introduction

At Leyburn State School we encourage our students to become life-long learners through the provision of a quality education and opportunities for students to participate fully in all available community activities. We value a quality differentiated curriculum delivered to students in all grades from Prep to year 6. Our school caters for all learners in a multi-age setting. Our flexible learning arrangements allow for groupings focused around whole class, age or ability level and individualised lessons. Student learning is further supported through actively encouraging all school members' involvement in excursions, camps, visiting artist and community activities.

Throughout 2016, Leyburn State School staff have continued to focus on literacy and numeracy opportunities for all students. We strive to improve our quality educational experiences provided for all. Students are supported by passionate, supportive professionals and caring staff members as well as through the purchase of equipment to upgrade and maintain current facilities, resources and information and communication technologies. This allows students further opportunities with their learning as well as supporting aspects of socialisation.

School Progress towards its goals in 2016

Over the 2016 school year, Leyburn State School implemented and reached the following goals and targets as set by the school's Annual Improvement Plan. These are organised under 4 main areas as follows, School curriculum, Teaching practice, Principal leadership and capability, and School and community partnerships. At Leyburn we:

- Implemented a comprehension program focused around teaching specific skills to students in years 2-6.
- Implement the school's Investing for Success.
- Implemented fortnightly data collection, analysis and review to inform the teaching and learning cycle.
- Hosted and funded the playgroup for the local community with focus on early schooling skills and accessing community support services.
- Foregrounded assessment in all key learning areas and include writing demands of tasks as explicit teaching focus.
- Implemented school numeracy block to stream students into appropriate ability learning levels.
- Implemented the Prep and Year 1 Early Start Screener Process.

- Promoted the use of information and communication technologies in Reading and Mathematics programs.
- Continued to build our data analysis abilities and capabilities towards informing the teaching and learning cycle, including the implementation of PAT testing in reading comprehension, mathematics and literacy conventions.
- Increased student retention at positive school and community events.
- Continued implement positive behaviour lessons and recognition system for all students and staff.
- Continued to implement Explicit Instruction.
- Continued to implement coaching and feedback with teaching staff.
- Continued communication processes across various mediums to inform all stakeholders of school progress.
- Built capacity of staff to provide timely feedback to students in a variety of methods.

Future Outlook

In 2017, Leyburn State School will continue its commitment to planning and delivering quality, engaging curriculum. Our main areas of focus over the 2017 year are:

Reading through;

- Continuation of implementation of reading program
- Implement Investing for Success
- Implement data collection, analysis and review to inform the teaching and learning cycle
- Data analysis of reading processes
- Providing positive notices related to reading
- Implement personalised plans for identified students in reading

Behaviour through:

- Engaging in coaching and feedback processes
- Engage in DDSW core module work
- Data analysis of behaviour tracking
- Provide positive notices related to behaviour
- Implement evidence based plans for identified students in behaviour

Writing through:

- Foregrounding assessment in all key learning areas, including writing demands for tasks as explicit teaching focus
- Build the capacity of all staff to teach writing within all key learning areas

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	39	17	22	6	97%
2015*	36	16	20	4	94%
2016	36	18	18	5	84%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Leyburn is a rural community located 70 kilometres south-west of Toowoomba and 60 kilometres from Warwick on the Darling Downs. Students come from both farming and local town families. They are from a variety of religious and ethnic backgrounds. There are a number of students attending Leyburn State School who are inclusively catered for from indigenous backgrounds, children in care or have special needs.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	20	19
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Unique opportunities for every student to learn within a multi-age classroom. The acceleration or consolidation of individual student's learning is one important aspect that can be enhanced through ability grouping and relevant intensive learning. Our size enables us to readily identify, support and respond to individual student needs.
- Students engage in swimming lesson in both Term 1 and 4, through the use of the school pool.
- Athletics coaching is supplied through volunteer work and class lessons during Term 2 and 3.
- Weekly Preparatory to year 6 lesson for Music and Physical Education conducted through itinerate teachers.
- A Guidance Officer, Behaviour Management Officer, Advisory Visiting Teacher and Speech Language Pathologist also service the school on a needs basis, catering to students with a range of diverse needs upon request.

Co-curricular Activities

- End of year concert (whole school)
- End of term presentations (whole school)
- A variety of sporting activities including Cross Country, Triathlon and Athletics offered at local school, inter-school and Central Downs competitive levels.
- Gala sport days in Netball, Soccer and Rugby League offered to students aged 9 years and above.
- Year 6 into year 7 orientation.
- Prep orientation
- Excursions and outings which complement education outcomes.
- Involvement in community events such as ANZAC Day, Remembrance Day, CWA International Day, Leyburn Sprints and community celebration events.
- NAIDOC activities.
-

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 well 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.

Social Climate

Overview

Leyburn State School is a small rural school. All staff members strive to assist every student in gaining an education that will benefit them throughout their future journey in life. Our school promotes a supportive and safe environment in which all children consider themselves part of one large family. Staff and students show respect and caring towards each other. Bullying is not tolerated at all with all students aware of the consequences for this type of behaviour. Positive behaviours are reinforced throughout the school year.

Staff and students at Leyburn State School have high expectations of students' behaviour, participation and academic achievement. Students are aware of consequences for inappropriate behaviour and are encouraged to be kind, considerate,



compassionate, respectful and helpful to all members of the school and community alike. Students are encouraged to take responsibility for their own actions.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	92%
their child likes being at this school* (S2001)	100%	DW	83%
their child feels safe at this school* (S2002)	100%	DW	83%
their child's learning needs are being met at this school* (S2003)	100%	DW	92%
their child is making good progress at this school* (S2004)	100%	DW	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	92%
teachers at this school motivate their child to learn* (S2007)	100%	DW	83%
teachers at this school treat students fairly* (S2008)	75%	DW	58%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
this school works with them to support their child's learning* (S2010)	100%	DW	83%
this school takes parents' opinions seriously* (S2011)	100%	DW	67%
student behaviour is well managed at this school* (S2012)	50%	DW	58%
this school looks for ways to improve* (S2013)	75%	DW	83%
this school is well maintained* (S2014)	100%	DW	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	82%	87%
they like being at their school* (S2036)	100%	80%	94%
they feel safe at their school* (S2037)	88%	100%	88%
their teachers motivate them to learn* (S2038)	100%	100%	81%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	88%
teachers treat students fairly at their school* (S2041)	100%	100%	63%
they can talk to their teachers about their concerns* (S2042)	100%	67%	81%
their school takes students' opinions seriously* (S2043)	100%	90%	88%
student behaviour is well managed at their school* (S2044)	75%	91%	75%
their school looks for ways to improve* (S2045)	100%	100%	94%
their school is well maintained* (S2046)	100%	100%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	92%
they feel that their school is a safe place in which to work (S2070)	100%	100%	92%
they receive useful feedback about their work at their school (S2071)	100%	90%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	92%
students are treated fairly at their school (S2073)	100%	100%	92%
student behaviour is well managed at their school (S2074)	100%	90%	83%
staff are well supported at their school (S2075)	100%	100%	92%
their school takes staff opinions seriously (S2076)	100%	100%	92%
their school looks for ways to improve (S2077)	100%	100%	91%
their school is well maintained (S2078)	100%	100%	92%
their school gives them opportunities to do interesting things (S2079)	100%	100%	91%

* 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 in contact with the child. This means 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:

- Work as classroom helpers and undertake volunteer duties around the school.
- 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 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.

The whole schools responsible behaviour plan indicates a variety of ways that Leyburn SS addresses students respectful, responsible and healthy relationships that occur in the school.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	1	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Over the course of the 2016 year, Leyburn State School had a decrease in the use of water and an increased in the use of electricity.

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	30,369	1,654
2014-2015	18,153	
2015-2016	34,584	436

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

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

Find a school

Sector:
 Government
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	8	0
Full-time Equivalents	2	3	0

Qualification of all teachers

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

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$10, 314.00

The major professional development initiatives are as follows:

- Teacher capability development
- Principal capability development
- Mandatory Training
- Explicit Instruction and Pedagogy Training
- Positive School Curriculum Training
- Numeracy, data analysis and coaching and feedback development.
- Positive Behaviour for Learning training.
- Moderation
- First Aid
- Explicit Instruction
- Classroom Observations

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	95%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

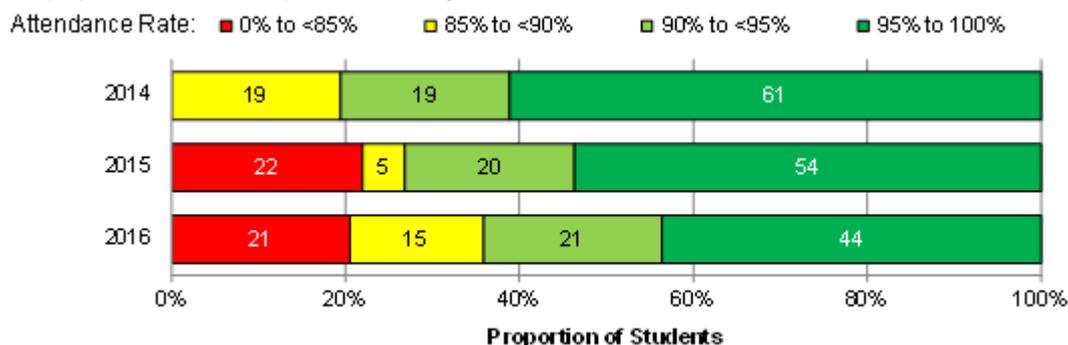
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	97%	93%	95%	93%	91%	93%						
2015	94%	89%	98%	89%	94%	94%	88%						
2016	93%	94%	90%	96%	86%	93%	89%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 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. 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 could be by phone, text, email or message. If a child remains absent from the school for a period of 3 days without notification, the parent / carer is contacted for confirmation of the child's absence through school processes. 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 are available via the My School website at <http://www.myschool.edu.au/>.

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

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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.