



# Logan Village State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

*Every student succeeding. State Schools Strategy 2016-2020*  
Department of Education and Training



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## School Overview

Logan Village State School is a Band 9 school with approximately 750 students enrolled from Prep to Year 6. The school is situated in the Logan - Beaudesert District on the traditional lands of the Yugumbah people. The school was established in 1875 in Wharf Street where it remained until 1980. To cater for a growing enrolment a new school was built in North Street and opened in 1980 with an enrolment of less than 100 children. Since that time there has been a steady growth in enrolment and the school reached a peak of approximately 700 in the early 2000s. With the opening of a number of new independent schools in the area since that time, there was a decline with the population dropping to approximately 500 students.

Our learning programs cater to the needs of every student regardless of their learning requirements. We have a range of programs to assist students with significant learning disabilities and difficulties through our Special Education and intervention programs. We have programs to inspire our brightest students and challenge them to produce their best work. We have programs focussing on reading, writing and maths designed to improve the achievement of all students across all year levels. We believe that every student can learn and we have designed learning programs and implement teaching strategies that will maximise this learning.

Logan Village State School is working hard to achieve 'Quality outcomes with our Community' with social and academic outcomes enhanced by a highly committed workforce of staff and volunteers. Parents and community members are encouraged to participate in school life through various school and P and C functions. The partnership between home and school is fostered by open and regular communication.

Discipline through explicit high expectations of academic and social outcomes, supported by proactive and reactive strategies for all as outlined in the school's Responsible Behaviour Plan ensure a safe, supportive learning environment based upon respect for self and others.

# Principal's Forward

## Introduction

Our school prides itself on offering a quality education to all students. We value the great trust parents give us to provide the best education for their children and we strive every day to provide an education worthy of that trust. We teach a curriculum that will provide every student with a high quality program personalised to their learning needs. Our teachers combine the curriculum with effective teaching strategies to maximise the learning of our students.

At Logan Village State School we believe that all children have a right to an education that meets their needs and prepares them for active participation in their family, school, and community. We believe that as a school we have a responsibility to support all children to achieve high standards of knowledge and understanding and develop a range of skills and capabilities irrespective of their different backgrounds and experiences. We believe that we can do this most effectively when we develop positive educational partnerships with parents.

We believe that every student is capable of learning and, given the right conditions for learning, should demonstrate continual progress and readily experience success. By promoting high expectations for all students we challenge the notion that 'it is unreasonable to expect more from some students'. At Logan Village State School we establish ambitious but realistic goals that promote high expectations for every student in our school.

For all students to reach their maximum learning potential appropriate adjustments and interventions are made to student learning programs. These adjustments are put in place to extend both underachieving and high achieving students.

In preparing students for success in the future, the challenge is for the education we provide to do more than just develop basic skills in literacy, numeracy, and fundamental understandings of Science and other key learning areas. We must explicitly develop thinking skills so students can adapt to changing technologies and assist students to analyse, synthesise and problem solve.

School progress towards its goals in 2016

Our major goals in 2016 aimed at improving achievement in Literacy and Numeracy as well as personalising the learning of students to meet their individual learning needs.

We had 4 core focus areas:

- Reading/Comprehension
- Writing
- Place Value/Number
- Personalised Learning

<b>LITERACY</b>	
<b>FOCUS AREA</b>	<b>PROGRESS</b>
Reading/Comprehension	<ul style="list-style-type: none"> <li>➤ Master Teacher provided ongoing support and coaching to new and existing teachers to ensure consistent implementation of established mandated reading practices</li> <li>➤ Master Teacher provided multiple Parent Information Sessions around reading microskills</li> <li>➤ Audited and reviewed mandated reading practices, diagnostic assessment practices, data collection, professional development, and feedback processes</li> <li>➤ Identified weak point trends from 2015 NAPLAN reading data and developed corresponding strategies</li> <li>➤ Developed and implemented LVSS's Guaranteed &amp; Viable Reading Curriculum</li> <li>➤ Master Teacher provided explicit PD and coaching around developing Text Dependent Questioning</li> <li>➤ Implemented Phonological Awareness Program with selected students</li> <li>➤ Implemented pre and post assessment to track growth of Phonological Awareness</li> <li>➤ Developed and enhanced Oral Language Skills of Prep Students through implementation of Support-A-Talker and SLP designed targeted programs</li> <li>➤ Purchased 2<sup>nd</sup> day of Speech Language Pathologist to support improved identification and program development</li> <li>➤ Extended the implementation of pre-prep oral language program</li> </ul>
Writing	<ul style="list-style-type: none"> <li>➤ Writing Coach provided multiple Parent Information Sessions around writing microskills</li> <li>➤ Writing Coach identified weak point trends from 2015 NAPLAN writing data and developed corresponding strategies</li> <li>➤ Writing Coach developed signature writing planning template for whole school use, aimed at improving written planning and ideas generation</li> <li>➤ Continued implementation of '7 Steps to Writing Success'</li> <li>➤ Writing Coach provided coaching and modelling of expected practices around the teaching of writing across Yr 3 – 6</li> <li>➤ Writing Coach worked with teams during year level planning sessions</li> <li>➤ Moderated written assessment pieces, using a whole school writing criteria</li> <li>➤ Provided 'Jolly Grammar' PD to all Yr 1 &amp; Yr 2 teachers</li> </ul>

<b>NUMERACY</b>	
<b>FOCUS AREA</b>	<b>PROGRESS</b>
Place Value/Number	<ul style="list-style-type: none"> <li>➤ Numeracy Coach appointed with a focus on the implementation of the LVSS Mathematics Plan and corresponding expected practices</li> <li>➤ Continued implementation of LVSS's Guaranteed &amp; Viable Mathematics Curriculum</li> <li>➤ Continued development of common formative assessment tasks in Mathematics</li> <li>➤ Numeracy Coach provided all teaching staff with Professional Development around 'Mental Routines' and 'Problematised Situations'</li> <li>➤ Continued to utilise 'Mathletics' as a tool to assist with differentiated instruction</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Implemented 'PAT-M' and 'I Can Do Maths' assessment to track effect size, inform teacher practice and intervention strategies</li> <li>➤ Trialled 'Response to Intervention' practice in specific Year levels/classrooms</li> </ul>
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<b>FOCUS AREA - PERSONALISED LEARNING</b>
<b>PROGRESS</b>
<ul style="list-style-type: none"> <li>➤ Conducted Hearing screening on ALL students in Prep and Yr 1 and other identified students in Yr 2 -6</li> <li>➤ Developed school screening system to ensure appropriate levels of support are in place for identified students</li> <li>➤ Audited NCCD with school based data sets and support processes to ensure all students with disabilities were catered for</li> <li>➤ Developed processes to attain detailed background knowledge of newly arrived students to respond quickly to individual needs</li> <li>➤ Utilised targeted behaviour data to inform explicit and targeted teaching of behaviour</li> <li>➤ Implemented 'Synthetic Phonics' program in Prep and Yr 1</li> <li>➤ Revisited 'You Can Do It' program expectations with teachers to improve student wellbeing</li> </ul>

### **Future Outlook**

#### **Priority Areas of Development in 2017 (from Annual Implementation Plan)**

- **Narrow and sharpen the school's Explicit Improvement Agenda (EIA) to one curriculum area (The teaching of Reading), with clear targets, timelines and dedicated resourcing.**
- **Review and refine the school's administration team roles and responsibilities statement and share it with the school staff.**
- **Further develop teacher capacity in data literacy to access, analyse and utilise data to inform practice, monitor student learning and reflect on the effectiveness of their teaching.**
- **Review the distribution of flexible staffing to meet the school's EIA.**
- **Further develop and implement a program of peer coaching and feedback to support the growth of expert teaching practice for all teachers and teacher aides.**
- **Implement Managing High Standards and Accountability Framework and align APR processes through use of Australian Professional Standards for Principals using MY HR Talent and Capability as point of truth for classified officers.**
- **Implementation Plan for Australian Curriculum rollout is in place and curriculum is implemented and embedded accordingly.**
- **Refine the implementation of the school professional learning plan to include coherent, connected coaching and observation, ongoing feedback and quality assurance around the agreed PD priorities and Annual Performance Review (APR).**
- **Review the ICP process to ensure that planning is completed in consultation with the class teacher and other key stakeholders.**
- **Develop a Response to Intervention (RTI) model to ensure all students are working in their zone of proximal development.**
- **Review and consolidate current pedagogical practices to ensure ongoing effectiveness, relevance and consistency of implementation.**

# Our School at a Glance

## School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	632	307	325	24	92%
<b>2015*</b>	626	313	313	29	95%
<b>2016</b>	713	361	352	41	95%

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

Our students come predominantly from the Logan Village, Buccan area, however there are students residing in Jimboomba, Waterford, Tamborine and Chambers Flat. The community is generally rural/residential and has begun to be impacted by the development of Yarrabilba (satellite city) in the last 3 years. The student population is predominantly Anglo-Australian. Approximately 6% of our students identify as Aboriginal or Torres Strait Islander people and a further 5% of our students have a cultural background other than Anglo-Australian. Four percent of our students have verified disabilities. Enrolments are expected to increase in the next 2 years and beyond, as the Beenleigh/Beaudesert corridor continues to grow as a residential area.

The development of a 'greenfield' development/satellite city at Yarrabilba, on the site of the old pine forest, only 5 km from the school has seen changes to the style of dwellings in the local area from predominantly rural - residential towards a higher density style of dwelling.

Our socio-economic index (Index of Community Socio- Economic Advantage- ICSEA) is 962 placing Logan Village below the national average with 76% of students falling within the lower 2 quartiles of the index. The school falls in the 36th percentile.

## 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	21	24	24
Year 4 – Year 7	25	26	26
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

Our learning programs cater to the needs of every student regardless of their learning requirements. We have a range of programs to assist students with significant learning disabilities and difficulties through our Special Education and intervention programs. We have programs to inspire our brightest students and challenge them to produce their best work. We have programs focusing on reading, writing and mathematics designed to improve student achievement of all students across all year levels. We believe that every student can learn and we have designed learning programs and implement teaching strategies that will maximize this learning.

In 2016 we completed the process of identifying a Guaranteed and Viable Curriculum in English by identifying the essential elements of the Australian Curriculum in each year level then vertically aligning these across all year levels to ensure an even scope and sequence of skills and knowledge. Our Guaranteed and Viable Curriculum in Mathematics was delivered as part of the Logan Village State School Mathematics Plan in all year levels to enable us to deliver a less cluttered curriculum.

Distinctive elements of the Logan Village State School curriculum delivery include:

- Access to 21<sup>st</sup> century technology across the school
- High expectations in terms of academic and Behaviour Achievement, celebrated at the end of each semester with English, Mathematics, Diligence and Citizenship awards
- Student Wellbeing – ‘You Can Do It’ Program
- Inclusive education for Special Needs including the implementation of Individual Curriculum Plans
- Staff committed to the developmental and holistic needs of each individual
- Staff committed to ongoing professional learning and improvement
- Master teacher as instructional coach to classroom teachers in the area of reading
- Writing Coach in Semester 1
- Mathematics Coach in term 1
- Teaching teams sharing responsibility for educational outcomes for students across the cohort
- Interactive whiteboards in every classroom
- Very high levels of community/parent involvement, support and participation
- Professional Learning Teams meeting to analyse student data in English and Mathematics and plan intervention strategies

### Co-curricular Activities

- Logan Village Community ANZAC Day Commemoration and Parade
- School Captains – ANZAC Commemoration in Brisbane City
- Student leadership/ Student Council
- Brisbane History Excursion– Year 5
- Strings Workshops
- Pop Choir
- Junior Choir
- Instrumental music – strings from year 3, Woodwind, Brass, Percussion and Bass Guitar from year 4

- Beginner Music Camps
- Intermediate Music Camps
- Beenleigh District Cross Country
- Learn To Swim Program (year 1 – 4)
- Surf Awareness Program (year 5)
- Chappy Breakfasts
- Days of Excellence in Science, Writing and Maths
- Level 1 Behaviour Rewards Day
- P and C Discos
- Advanced Music Camps
- Star Lab Incursion
- Year 6 Leadership Day
- Choral Fanfare
- NAIDOC Week Activities
- eMpower Showcase
- Maths Team Challenge
- ICT Coding Masterclass
- Spirit Of ANZAC – Year 6
- Implementation of LVSS School Camping Program:
  - Year 2, Numinbah Valley Outdoor Education Centre Day Camp
  - Year 3, Thunderbird Park 1 Night Camp
  - Year 4, 1 Night Urban Camp
  - Year 5, Emu Gully 2 Night Camp
  - Year 6, Moreton Island 4 Night Camp

### **How Information and Communication Technologies are used to Assist Learning**

At Logan Village State School, computers are integrated across the curriculum, with students from Prep to year 6 provided with opportunities to develop ICT skills.

All classrooms and learning spaces are equipped with computers, interactive whiteboards and peripherals, with students able to access the Internet and a variety of curriculum related software.

Students have access to Literacy Planet and Mathletics at home and at school. These programs support student learning through personalised, engaging activities.

The school also provides a computer lab which teachers use regularly to develop basic computer literacies. There are mobile laptop labs across all teaching blocks year 3 -6 to ensure teachers can easily access information technology to enhance student learning. This also allows students to access the internet wirelessly from any classroom space for a range of purposes.

The purchase of additional iPads increased the fleet across the school to over 80 with all prep and year 1, 2 and 3 classrooms able to access a set of iPads to enrich the learning of students in these cohorts.

Teachers use online resources including The Learning Place, Brain Pop, You Tube Sunshine Online and other sites to enhance students' connection to the world outside the classroom. ICT's are seen as integral to the development of curriculum, student learning and teacher practice.

## Social Climate

### Overview

Logan Village State School is committed to developing the social and emotional wellbeing of its students and providing a safe, respectful and disciplined learning environment for both students and staff.

As a Positive Behaviour for Learning (PBL) school we believe that recordings of positive behaviour incidences should outweigh the negative recordings. Our Oneschool data and PBL Triangle data indicated that our teachers work hard to maintain this positive ratio. In fact, in some cases, they go beyond the expectation in this regard. In 2016 the PBL team prioritised the consistent implementation of weekly, focussed behaviour lessons across all classrooms. The weekly behaviour focus was also incorporated into every weekly parade agenda. They also developed processes to ensure consistent alignment between our Behaviour Criteria sheet and Behaviour achievement grades on Semester Reports. We remained committed to enhancing and promoting our positive expectations to our increasing school population. We also continued to implement the 'You Can Do It' program, which focuses on explicitly teaching students 'Confidence', 'Getting Along', 'Persistence', 'Resilience' and Organisation – the KEYS TO SUCCESS.

Logan Village State School provides proactive and early intervention to support students, both academically, behaviourally socially and emotionally, which is managed through the school's Special Needs Action Committee. Targeted, proactive intervention programs are supported by the school's Guidance Officer, Behaviour Advisory Teachers, Learning Support Teachers, Special Education Teachers, school administration and teachers, working as a team with parents and carers, to help the child become an independent and self-disciplined learner and enable them to be the best that they can be.

Throughout 2016 our school chaplain worked productively to provide extra pastoral care to students, families and the community of our school. The students have embraced the Chaplain as another source of ongoing support and encouragement.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	89%	96%	98%
this is a good school (S2035)	93%	94%	98%
their child likes being at this school* (S2001)	98%	98%	93%
their child feels safe at this school* (S2002)	95%	95%	98%
their child's learning needs are being met at this school* (S2003)	86%	95%	95%
their child is making good progress at this school* (S2004)	86%	96%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	95%	95%
teachers at this school motivate their child to learn* (S2007)	95%	95%	95%
teachers at this school treat students fairly* (S2008)	88%	93%	93%
they can talk to their child's teachers about their concerns* (S2009)	98%	94%	93%
this school works with them to support their child's learning* (S2010)	87%	96%	95%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	87%	96%	97%
student behaviour is well managed at this school* (S2012)	85%	87%	93%
this school looks for ways to improve* (S2013)	94%	96%	98%
this school is well maintained* (S2014)	98%	98%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	95%	97%
they like being at their school* (S2036)	98%	93%	95%
they feel safe at their school* (S2037)	95%	97%	96%
their teachers motivate them to learn* (S2038)	97%	94%	97%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	96%
teachers treat students fairly at their school* (S2041)	95%	92%	94%
they can talk to their teachers about their concerns* (S2042)	95%	88%	87%
their school takes students' opinions seriously* (S2043)	93%	86%	94%
student behaviour is well managed at their school* (S2044)	90%	83%	83%
their school looks for ways to improve* (S2045)	97%	95%	99%
their school is well maintained* (S2046)	94%	92%	91%
their school gives them opportunities to do interesting things* (S2047)	88%	91%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	96%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	81%	81%
students are encouraged to do their best at their school (S2072)	97%	100%	98%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	97%	96%	96%
staff are well supported at their school (S2075)	87%	96%	96%
their school takes staff opinions seriously (S2076)	89%	98%	100%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	95%	98%	100%
their school gives them opportunities to do interesting things (S2079)	89%	94%	98%

\* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016

# '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

There is a high degree of parental involvement in the life of the school. Parents support their children's learning by:

- Providing assistance with the Home Reading Program
- Assisting teachers with classroom activities
- Implementing Support-a-Talker and Early Literacy Fundamentals
- Supporting teachers in supervising excursions
- Attending special events (Grandparent's Day, ANZAC Day, Sports Days, End of Unit Culmination activities)
- Participating in Parent Workshops
- Helping in the tuckshop and uniform shop
- Volunteering at Chappy Breakfast
- Selling Raffle tickets at the local hotel
- Assisting in Mother's Day, Father's Day and Christmas Craft Stalls
- At the end of the school year, a special community assembly was held to acknowledge the work of volunteer parents within our school

Student Progress Reporting: Parent Teacher Interviews were conducted in terms 1 and 3 in 2016. Written reports were then distributed in Terms 2 and 4.

Parent Information Sessions: Classroom information sessions are held in week 3 and 4 of term 1 each year and allow parents the opportunity to meet their child's class teacher, visit their classrooms and get to know the routines in each class.

P and C: The school supports the Parents and Citizens' Association, which meets once per month. The P&C organizes fundraising activities throughout the year including free dress days, Tuckshop, craft stalls and disco's. 2016 saw a range of raffles and other fundraising opportunities as well.

Parents of students with diverse needs are consulted on a regular basis around support provisions for their child. These include meetings for Individual Curriculum Plans, stakeholder meetings with parents, school staff and external organisations and phone calls to update on progress, gather new information or suggest referrals to external specialists. Parents are invited to contact the school at any point in time if they have concerns over their child's progress.

In 2016, Logan Village State School continued or created many partnerships with the community including:

- Parents and Citizens Association
- Griffith University
- Scripture Union (Chappy)
- LJ Hooker
- Lions Club of Logan Village
- Lend Lease
- Woolworths
- High schools (transitions)
- Early Years Providers
- Parent and Citizens Youth Club Out of school Hours Care program
- Volunteer inductions
- Parent Information sessions
- Grandparents Day
- ANZAC Day
- Remembrance Day
- Logan Education Alliance – cluster schools days of excellence
- TEIAG/ Logan Together
- Camps/ Excursions
- Koala Joeys

- Adopt-a-cop
- Child Safety
- Life Without Barriers
- Evolve Therapeutic Services
- Bardon Road Behaviour Unit
- STEPS

### **Respectful relationships programs**

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

At Logan Village we explicitly teach students about Respectful relationships through the implementation of the You Can do it program and explicit teaching of appropriate behaviour.

Each Tuesday afternoon all students are engaged in explicit lessons which focus of the School's four expectations Be Respectful, Be Responsible, Be Safe and Be a Learner.

On alternative weeks students also engage with the You Can do It program, which unpacks with students the 5 keys to success. Student learning is focused on Confidence, Getting along, Organisation, Resilience and Persistence

These programs give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

The Logan Village State School Responsible Behaviour Plan also outlines to parents/carers, students and the community, the values and expectations of all community members.

#### ***These beliefs operate effectively in a supportive school environment where:***

- all members feel safe and are valued;
- all members conduct themselves in a lawful, ethical, safe and responsible manner;
- quality engaging curriculum programs are planned and implemented;
- interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;
- partnerships between home and school are essential in supporting students to develop positive behaviours;
- non-discriminatory, non-violent and equitable actions are practised and reinforced;
- a non-confrontational approach is the key to our interaction with all children;
- there are proactive steps to encourage self-worth and self-discipline;
- there are reactive procedures to deal with various situations that may arise;
- there is a graduation of procedures, and all avenues of management are employed prior to the use of suspension and exclusion; and
- an acknowledgement that an individual's circumstances need to be taken into account.

The Responsible Behaviour Plan also outlines processes for responding to and reporting bullying behaviour. (Appendix2)

### 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	84	76	146
Long Suspensions – 6 to 20 days	0	0	4
Exclusions	0	0	1
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

The continued growth of the student population and the increase in classroom requirements has seen an expected increase in the use of water and electricity.

Logan Village State School attempts to minimize our environmental footprint by initiatives such as paper recycling which is run by the student Environmental captains and the student council. All classes collect paper for recycling and that paper is taken out of our general waste and collected at a central point for recycling.

Aluminium can recycling is also conducted with proceeds going to the Student Council.

The school maintains solar panels on our music block which continue to produce electricity all year round with excess power going back into the grid.

Tank water is used to flush all toilets in the school. Tanks are filled by local council supply when levels of harvested water are low.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	151,137	768
2014-2015	156,777	1,353
2015-2016	179,281	

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

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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	47	26	<5
Full-time Equivalent	41	18	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	7

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	38
Diploma	
Certificate	

\*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 \$100 000. (including wages of coaches and release time for teachers.

#### The major professional development initiatives are as follows:

Coaching – Writing

Coaching – Numeracy

Master Teacher – Reading

Guaranteed and Viable Curriculum

Response to Intervention

Phonemic Awareness and Phonics

**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%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% 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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	90%

\*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%.

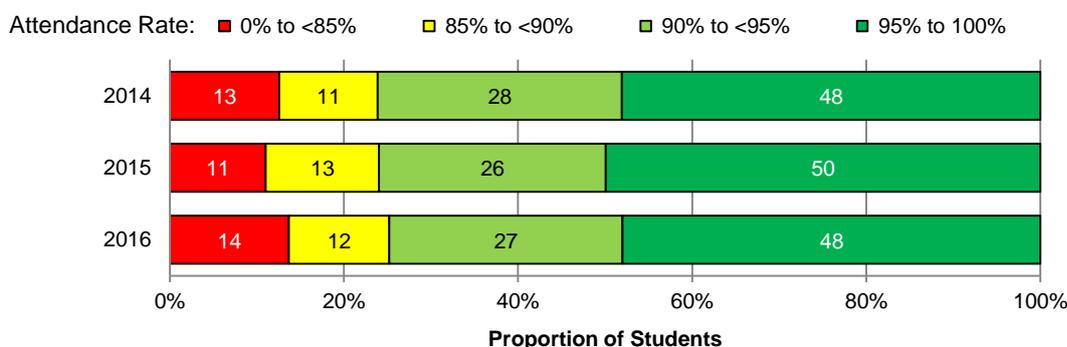
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	93%	93%	93%	93%	94%	92%					
2015	94%	92%	93%	92%	93%	94%	93%						
2016	93%	94%	92%	93%	92%	92%	92%						

\*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.

Rolls are marked twice a day, at 9 am and 1:45 pm. Students who arrive late go to the office for a “late slip” which is taken to the class teacher. Teachers contact the parent/s of any student who demonstrate a regular pattern of being late. Letters are also sent if the pattern continues. Teachers phone the parent of any student who is away for 3 consecutive days, if no reason is given by a message to the school.

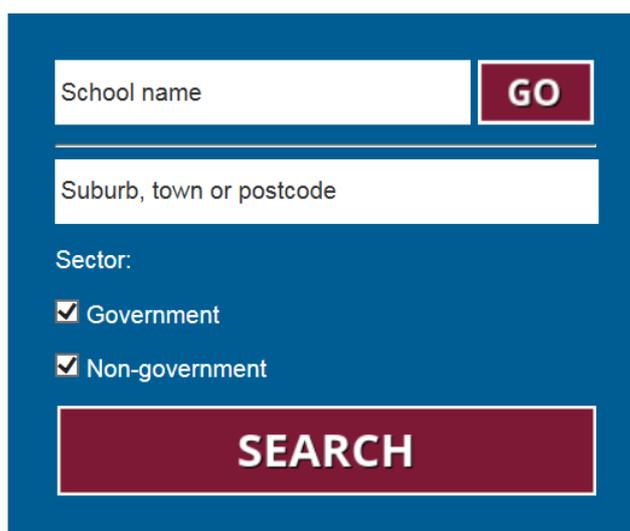
Logan Village State School has a dedicated attendance management officer. This Officer, in consultation with the Principal, Deputy Principal and Guidance Officer, monitors attendance of all students, track patterns of absenteeism, contact parents and implements attendance management plans for students with significant absenteeism. The attendance management officer liaises with both teachers and administration to ensure clear communication.

## 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.

### Find a school



School name

Suburb, town or postcode

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 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.