

Logan Village State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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 Yugumbeh 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 00s. With the opening of a number of new independent schools in the area since that time, there was a decline with the population dropping below 600 students. Our students come predominantly from the Logan Village, Buccan area, however there are students residing in Yarrabilba, 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 4 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 have increased over the last 4 years reaching a peak of 799 in 2017 with the development of Yarrabilba, on the site of the old pine forest, only 5 km from the school. This has resulted in a shift in the style of dwellings in the local area from predominantly semi-rural/residential towards a higher density style of dwelling.

We anticipate a drop in enrolments in 2018 with the opening of the new state school in Yarrabilba, however a number of families residing in the new estate will choose to continue their child's education here at Logan Village.

The Beenleigh/Beaudesert corridor continues to grow as a residential area so we also expect that the school will continue to grow but not as rapidly as it has in recent times.

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.

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 Foreword

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 the 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.

Mr Alan Bunce

Principal

Introduction

School Progress towards its goals in 2017

School Improvement Priority	Progress
Narrow and sharpen the school's EIA to one curriculum area (The teaching of Reading), with clear targets, timelines and dedicated resourcing.	Completed
Review and refine the school's administration team roles and responsibilities statement and share it with the school staff.	Completed- reviewed each year
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.	Partially Completed- ongoing work
Review the distribution of flexible staffing to meet the school's EIA.	Completed
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.	Completed
Implementation Plan for Australian Curriculum rollout is in place and curriculum is implemented and embedded accordingly.	Completed
Review the ICP process to ensure that planning is completed in consultation with the class teacher and other key stakeholders.	Completed and reviewed each year
Develop a Response to Intervention (RTI) model to ensure all students are working in their zone of proximal development	Completed
Review and consolidate current pedagogical practices to ensure ongoing effectiveness, relevance and consistency of implementation.	Completed and focus identified as Explicit Direct instruction (Hollingsworth and Ybarra 2009)

Future Outlook

School Improvement Priority in 2018	Target	Timeline
Collaboratively refine, with all sections of the school community the school's culture and values.	Increase parent satisfaction in identified areas by 5%. Revised Values are developed and advertised Team charter is developed and implemented	Ongoing Term 3 Term 4
Implement a strategic approach to using the range of assessment tools to monitor school-wide achievement, progress and to identify areas for further development.	100% of teaching staff can articulate how to effectively use data to inform their reading practice and class programming. 100% of year level teams are using short term data cycles to inform intervention	Ongoing Term 1
Review the school's processes for the development of the school's budget to ensure greater transparency.	Budget Committee formed and meet as scheduled 100% of Budget committee have an improved understanding of how budget is developed and funds allocated.	Term 1 Term 4

<p>Strengthen the annual performance review process by utilising MY HR Capability and Talent site for all staff to include an updated professional learning plan, goals, and processes to monitor progress and ensure budget is aligned to the EIA.</p>	<p>100% of teaching staff utilise MyHR Capability and Talent to develop APR plan 100% of classified officers utilise My HR Capability and Talent to develop APR Professional Development Plan reviewed and updated to reflect EIA and expected pedagogy</p>	<p>Ongoing Term 2 Term 3</p>
<p>Develop and implement a tiered differentiation plan to articulate and ensure consistency in case management, teacher planning, goal setting and classroom practices.</p>	<p>100% of staff (teaching and non-teaching) can articulate the LVSS differentiation expectations and implement that into their practice 100% of staff will receive professional development relating to the expected approaches Differentiation practices are evident in classroom walkthroughs in 100% of classes</p>	<p>Term 3 Term 3/4 Term 4</p>
<p>Implement RTI approach as part of professional learning communities across the school</p>	<p>100% of students have a reading goal and can articulate what it is when asked Increasing U2B student performance in NAPLAN Reading in Year 5 to 30% Increasing U2B student performance in NAPLAN Reading in Year 3 to 30% Maintain or improve % of students achieving NMS in NAPLAN Reading to 95% or better in Year 3 and 5 RTI process is implemented in 100% of year levels and classrooms in Reading RTI process is implemented in 100% of year levels and classrooms in Maths 100% of teachers are implementing Phonemic awareness program as part of regular class practice in P- 2 and with identified students in years 3 - 6</p>	<p>Term 3 Term 3 Term 3 Term 3 Term 1 Term 4 Term 2</p>
<p>Strengthen relationships with feeder high schools through a focus on continuity of pedagogy.</p>	<p>An increased number % of students attending feeder high schools Discussion of pedagogy in primary and secondary schools is increased</p>	<p>Term 4 Ongoing</p>

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	626	313	313	29	95%
2016	713	361	352	41	95%
2017	783	387	396	59	93%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our students come predominantly from the Logan Village, Buccan area, however there are students residing in Yarrabilba, Jimboomba, Waterford, Tamborine and Chambers Flat. The community is generally rural/residential however the development of Yarrabilba (satellite city) on the site of the old pine forest, only 5 km from the school in the last 4 years has seen a shift to more high density living for families living in that estate.

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.

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	2015	2016	2017
Prep – Year 3	24	24	24
Year 4 – Year 6	26	26	25
Year 7 – Year 10			
Year 11 – Year 12			

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.

We implement a Guaranteed and Viable Curriculum in Mathematics and 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. This has been implemented since 2016 and is reviewed each year. This approach enables us to deliver a less cluttered curriculum.

Key components of the curriculum include;

- Guaranteed and Viable Curriculum
- Response to Intervention (RTI) processes embedded across the school
- Access to 21st 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 for identified students
- Staff committed to the developmental and holistic needs of each individual
- Staff committed to ongoing professional learning and improvement
- Master teacher and Reading coach as instructional coaches to classroom teachers in the area of reading
- Teaching teams sharing responsibility for educational outcomes for students across the cohort (Professional Learning teams and RTI)
- Interactive whiteboards in every classroom
- High levels of community/parent involvement, support and participation

Co-curricular Activities

- Logan Village Community ANZAC Day Commemoration and Parade
- School Captains – ANZAC Commemoration in Brisbane City
- Student leadership/ Student Council
- Strings Workshops
- Pop Choir
- Junior Choir
- Instrumental music – strings from year 3, Woodwind, Brass, Percussion and Bass Guitar from year 4
- Beginner Music Camps
- Footsteps – Year 6 Dance program
- Intermediate Music Camps
- Creative Generation Excursion to see performance
- Beenleigh District Sport – selection trials
- Beenleigh District Cross Country
- Beenleigh District Athletics
- Learn To Swim Program (year 1 – 4)
- Surf Awareness Program - Year 5
- Chappy Breakfast - Weekly
- Beenleigh Historical Village Excursion – Year 2
- Behaviour Rewards Days each term
- P and C Discos
- Advanced Music Camps

- Star Lab Incursion - Year 3
- Fire Brigade Incursion – Year 1
- Year 6 Leadership Days
- Year 6 End of Year Celebration Excursion
- Choral Fanfare
- NAIDOC Week Activities
- Futsal Competition
- Girls Touch Competition
- Implemetation of Whole School Camping Program:
 - Prep - Mt Tamborine Botanical Gardens Excursion
 - Year 1 - Brisbane Planetarium Excursion – Year 1
 - 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 and teachers have access to Reading Eggs, Reading Eggspress, Sunshine Online 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. 7 mobile laptop trolleys to be deployed into teaching blocks to ensure teachers could easily access laptops to enhance student learning. This also allows students to access the internet wirelessly from any classroom space for a range of purposes.

Students for whom English is an alternate language, participate in weekly web conferences with a specialist teacher.

The purchase of additional iPads increased the fleet across the school to 120 with all prep, 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 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.

Key to the program is the prioritised the consistent implementation of weekly, focussed behaviour lessons across all classrooms. The weekly behaviour focus is also incorporated into every weekly

parade agenda. Processes have been developed to ensure consistent alignment between our Behaviour Criteria sheet and Behaviour achievement grades on Semester Reports.

We remain committed to enhancing and promoting positive expectations to our increasing school population. We continue 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 Advisory Committee.

Targeted, proactive intervention programs are supported by the school's Guidance Officer, Student support team (Teachers and Teacher aides), 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 each student to be the best that they can be.

Throughout 2017 our school chaplain worked productively to provide additional pastoral care to students, families and the school community. The students have embraced the Chaplain as another source of ongoing support and encouragement.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	98%	95%
this is a good school (S2035)	94%	98%	98%
their child likes being at this school* (S2001)	98%	93%	98%
their child feels safe at this school* (S2002)	95%	98%	98%
their child's learning needs are being met at this school* (S2003)	95%	95%	93%
their child is making good progress at this school* (S2004)	96%	93%	93%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	89%
teachers at this school motivate their child to learn* (S2007)	95%	95%	93%
teachers at this school treat students fairly* (S2008)	93%	93%	89%
they can talk to their child's teachers about their concerns* (S2009)	94%	93%	93%
this school works with them to support their child's learning* (S2010)	96%	95%	95%
this school takes parents' opinions seriously* (S2011)	96%	97%	94%
student behaviour is well managed at this school* (S2012)	87%	93%	94%
this school looks for ways to improve* (S2013)	96%	98%	92%
this school is well maintained* (S2014)	98%	100%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	97%	93%
they like being at their school* (S2036)	93%	95%	92%
they feel safe at their school* (S2037)	97%	96%	91%
their teachers motivate them to learn* (S2038)	94%	97%	98%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	92%
teachers treat students fairly at their school* (S2041)	92%	94%	91%
they can talk to their teachers about their concerns* (S2042)	88%	87%	92%
their school takes students' opinions seriously* (S2043)	86%	94%	90%
student behaviour is well managed at their school* (S2044)	83%	83%	87%
their school looks for ways to improve* (S2045)	95%	99%	97%
their school is well maintained* (S2046)	92%	91%	91%
their school gives them opportunities to do interesting things* (S2047)	91%	92%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	97%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	96%	100%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	81%	83%
students are encouraged to do their best at their school (S2072)	100%	98%	97%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	96%	96%	89%
staff are well supported at their school (S2075)	96%	96%	82%
their school takes staff opinions seriously (S2076)	98%	100%	81%
their school looks for ways to improve (S2077)	100%	100%	95%
their school is well maintained (S2078)	98%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	98%	88%

* 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

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 2017. Written reports were then distributed in Terms 2 and 4.

Parent Information Sessions: Classroom information sessions are held in week 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 Tuckshop, craft stalls and disco's. 2017 saw Easter and Christmas raffles as well as Cookie Dough and Smencil fundraisers.

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 2017, 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
- Logan Together
- High schools (transitions)
- Early Years Providers
- Parent and Citizens Youth Club (PCYC) 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
- Child and Family Connect
- Adopt-a-cop
- Child Safety
- Benevolent Society

- Triple P
- Kuraby Wellness Centre - Psychology
- Life Without Barriers
- Evolve
- Act for Kids
- UnitingCare
- Anglicare
- Queensland Health - Occupational Therapy/Speech Therapy/Physiotherapy
- School Health Nurse (Beenleigh Special School)
- Bardon Road Behaviour Unit
- STEPS

Respectful relationships programs

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

Embedded within these programs is the central premise that violence against anyone is never acceptable. Students are taught how to respond to situations in a positive non-violent manner. Gender equality and respect for all persons is another critical aspect of the school program.

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.

We also offer Rock and Water and other Social skill programs for identified students.

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.

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.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	76	146	188
Long Suspensions – 11 to 20 days	0	4	3
Exclusions	0	1	2
Cancellations of Enrolment	0	0	0

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/cardboard 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
2014-2015	156,777	1,353
2015-2016	179,281	
2016-2017	182,125	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	55	25	<5
Full-time Equivalent	49	17	<5

Qualification of all teachers

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

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	50
Diploma	1
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 2017 were **\$282000** (including wages of coach and release time for teachers)

The major professional development initiatives are as follows:

Coaching - Teaching of Reading
 Response to Intervention
 Phonemic Awareness and Phonics

The proportion of the teaching staff involved in professional development activities during 2017 was **100%**.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	92%

*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 2017 for all Queensland Primary schools was 93%.

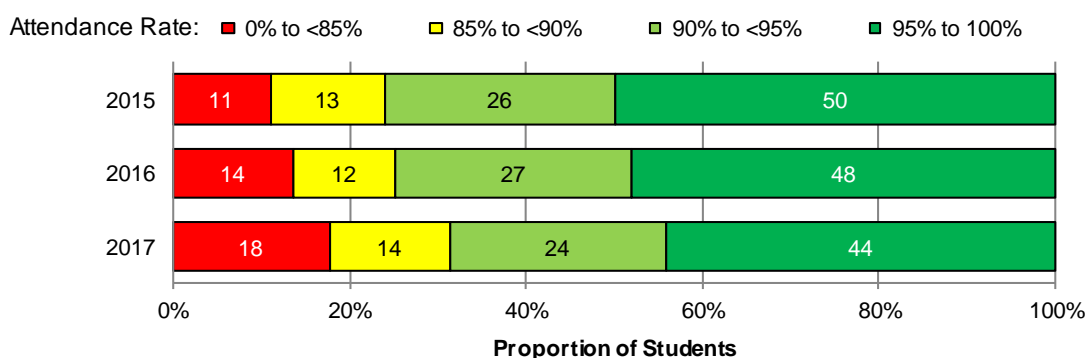
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	92%	93%	92%	93%	94%	93%						
2016	93%	94%	92%	93%	92%	92%	92%						
2017	92%	92%	92%	91%	93%	90%	92%						

*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 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.

Key attendance strategies include;

- Rolls are marked twice a day, at 9:00 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 explanation is given by contact with the school.
- The school sends out a daily SMS message to parents of students who are absent without notification.

Logan Village State School has a dedicated attendance management officer. This Officer, in consultation with the Principal, Deputy Principals and Guidance Officer, monitors attendance of all students, tracks patterns of absenteeism, contacts 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.