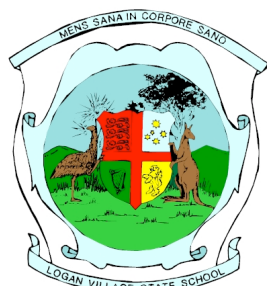


Logan Village State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

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.

This report outlines the schools progress towards achieving its goals set down in the 2015 Annual Implementation Plan.

The report also outlines information that distinguishes Logan Village from other schools and provides specific information relating to the school's performance against a range of measures.

School progress towards its goals in 2015

Our major goals in 2015 centered around improving achievement in Literacy and Numeracy as well as personalising the learning of students to meet their needs. We had five core focus areas:

- Literacy - **Reading Comprehension**
- Literacy - **Writing**
- Literacy - **Spelling**
- Numeracy - **Place Value/Number/Problem Solving**
- Personalised Learning

IMPROVEMENTS IN LITERACY	
PRIORITY	PROGRESS
Reading and reading comprehension	<ul style="list-style-type: none"> • Appointment of Master teacher with a focus on improvement of teacher practice in the teaching of reading • Realignment of teacher practice towards reading behaviours • Ongoing coaching and modelling and shared delivery of quality reading approaches with identified staff • A focus around use of high quality literature as a resource for explicit teaching to ensure all students are able to be catered for • Continued implementation of schoolwide expected reading pedagogies and corresponding time allocations across the school, ensuring consistent, evidence based practice • Continued implementation of whole school reading strategies within every classroom, ensuring consistent, evidence based practice • Explicit and targeted intervention provided to students demonstrating difficulty with reading comprehension • Provided ongoing professional development for teachers to build an expert teaching team around the teaching of reading, reading behaviours and quality literature • Professional learning team data cycles analysing student reading progress in 5 week blocks
Writing	<ul style="list-style-type: none"> • Appointment of dedicated writing coach to work with teachers on the implementation of Seven Steps to Writing Success approach across the school • Ongoing coaching and modelling and shared delivery of Seven Steps approach with identified staff
Spelling	<ul style="list-style-type: none"> • Development of school phonemic awareness and phonics program for implementation in P-2 and for identified students with special needs • Targeted professional development on synthetic phonics approach for all teachers in prep and Year 1 as well as key support staff • Continued implementation of Words Their Way program across the school, ensuring consistent, evidenced based

	<p>practice</p> <ul style="list-style-type: none"> • Explicit and targeted intervention provided to students demonstrating difficulty with spelling • Professional learning team data cycles analysing student spelling progress in 5 week blocks.
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The school demonstrated significant improvement in Year 3 Literacy with mean scale scores in NAPLAN from 2014 to 2015 improving in all areas.(Reading, Writing, Spelling , Grammar and Punctuation).The students performed above the National mean in Grammar and Punctuation.

Year 5 students performed at a similar level to 2014 students in areas of the NAPLAN assessment. (Reading, Writing, Spelling , Grammar and Punctuation). The students performed close to the state mean in all areas assessed.

Writing is the focus area identified for future improvement across the school.

IMPROVEMENTS IN NUMERACY	
PRIORITY	PROGRESS
Place Value/Number	<ul style="list-style-type: none"> • Development of Guaranteed and Viable Maths curriculum to identify core and supporting content. • Ongoing monitoring of student maths development across the school through implementation of PAT Maths Assessment (Yr 2 – 6) to triangulate school based assessment data • Professional learning team data cycles analysing student number understanding and development in 5 week blocks
Problem Solving	<ul style="list-style-type: none"> • Continued implementation of Whole School Problem Solving Program to ensure consistency of language from Prep – Year 6
Personalised Learning	<ul style="list-style-type: none"> • We utilised the funding from the Great Results Guarantee Program to employ another full time teacher. This teacher together with the STLN, HOSES and SEP teacher became our support teachers. These teachers have taken on a blended role of SEP, STLN and Behaviour Teacher. These teachers provide coaching to classroom teachers on differentiation and they case manage our students on Individual Curriculum Plans. They also case manage students needing behaviour support and those requiring academic support but needing an Individual Curriculum Plan. Each teacher supported 2 year levels within the school. • Students identified as Gifted were extended through the additional programs i.e. Philosophy, Maths problem solving, Readers challenge, Optiminds as well as extension through whole class processes provided by every class teacher.

The performance in Year 3 and 5 students in NAPLAN - Numeracy was similar to the state mean for both cohorts of students. The year 3 cohort showed significant improvement in their overall mean score in 2015.

The Year 5 cohort showed improvement in the Upper 2 Band performance and also the percentage of students achieving the National Minimum standard.

We are extremely proud of our development and achievements in the teaching and learning of both Literacy and Numeracy in 2015. The Support team in consultation with class teachers, ensured students requiring academic support had a personalised curriculum to ensure they were focused on their personal learning needs and were finding success in the classroom. Our strong emphasis on the collection of student data, monitoring individual performance, curriculum development and professional learning has enabled us to make considerable improvements.

Future outlook

In line with our 2013-2016 Strategic Plan, our major priorities for 2016 include continued improvement of Literacy and Numeracy. We will again have 2 priority areas of :

- Literacy – Reading Comprehension
- Literacy – Writing

We will continue to build consistency of language and teaching approaches in our priority areas as well as build the capacity of staff as an expert teaching team. We will continue to work towards Closing the Gap for our Aboriginal and Torres Strait Islander students. Logan Village State School will also remain committed to maintaining a positive school tone, staff morale and wellbeing by working closely and productively with our local and wider community.

Targets NAPLAN - Reading 2016

Yr	Mean	NMS%	U2B%
3	425	95	45
5	495	95	35

Targets NAPLAN - Writing 2016

Yr	Mean	NMS%	U2B%
3	415	95	40
5	470	95	20

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	586	276	310	19	92%
2014	632	307	325	24	92%
2015	626	313	313	29	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 2015, 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:

Logan Village State School is a Band 9 school with approx. 650 students enrolled from Prep to Year 6. Our students come predominantly from the Logan Village, Buccan, Yarrabilba area catchment. The school now enforces an Enrolment Management Plan (since October 2014). There are students attending our school from outside our catchment as they, or their siblings, were enrolled prior to the catchment Management Plan being in place. Students residing in Jimboomba, Waterford, Tamborine, Chambers Flat, Marsden, Crestmead, Loganlea and Logan Central also attend our school.

Logan Village State School has an ICSEA (Index of Community Socio-Educational Advantage) rating of 977 (out of 1200) which places our school in the bottom 38% of socio educational advantage.

The local community is generally rural/residential. There has been significant growth in the school in 2015, with families moving to the catchment from all around Australia in recent times. The Yarrabilba development has contributed largely to the increase in new enrolments.

The rapid growth has placed strain on the current resourcing with 4 new classrooms being constructed for the commencement of the 2016 school year. Planning is also underway for the construction of a new 2 storey, 6 classroom block, to be ready for the commencement of the 2017 school year.

The student population is predominantly Anglo-Australian. Approximately 4.4% of our students identify as Aboriginal or Torres Strait Islander people and a further 3% of our students have a cultural background other than Anglo-Australian. 4.4% of our students have verified disabilities and 62.1% of the student population were not identified with a disability under Disability Discrimination Act (DDA) in the 2015 National Consistent Collection of Data (NCCD). 1.4% of our students live in Out of Home Care.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	21	21
Year 4 – Year 7 Primary	26	25	22
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	50	84	76
Long Suspensions - 6 to 20 days	2	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.

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 2015 we began the process of identifying 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 will be implemented in 2016 in all year levels to enable us to deliver a less cluttered curriculum.

- 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
- 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
- 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

Extra curricula activities

- Logan Village Community ANZAC Day Commemoration and Parade
- School Captains – ANZAC Commemoration in Brisbane City
- Student leadership/ Student Council
- St Helena Island – Year 5
- Gold Rush 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 and 6)
- 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
- Forensic Science Incursion (year 4-6)
- Implementation of Whole School Camping Program:
 - Prep, 12th Night Theatre Day Camp
 - Year 1, Paradise Country Day Camp
 - 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 improve 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. 2015 saw the completion of a security upgrade, which allowed the 5 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 60 with all prep and year 1 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

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 School wide Positive Behaviour Support (SWPBS) school we believe that recordings of positive behaviour incidences should outweigh the negative recordings. Our Oneschool data and SWPBS 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 2015 the SWPBS 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 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 2015 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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	89%	96%
this is a good school (S2035)	100%	93%	94%
their child likes being at this school (S2001)	100%	98%	98%
their child feels safe at this school (S2002)	94%	95%	95%
their child's learning needs are being met at this school (S2003)	91%	86%	95%
their child is making good progress at this school (S2004)	91%	86%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	87%	95%
teachers at this school motivate their child to learn (S2007)	94%	95%	95%
teachers at this school treat students fairly (S2008)	91%	88%	93%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	94%	98%	94%
this school works with them to support their child's learning (S2010)	94%	87%	96%
this school takes parents' opinions seriously (S2011)	97%	87%	96%
student behaviour is well managed at this school (S2012)	94%	85%	87%
this school looks for ways to improve (S2013)	93%	94%	96%
this school is well maintained (S2014)	91%	98%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	96%	95%
they like being at their school (S2036)	98%	98%	93%
they feel safe at their school (S2037)	98%	95%	97%
their teachers motivate them to learn (S2038)	99%	97%	94%
their teachers expect them to do their best (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	97%	94%
teachers treat students fairly at their school (S2041)	97%	95%	92%
they can talk to their teachers about their concerns (S2042)	95%	95%	88%
their school takes students' opinions seriously (S2043)	96%	93%	86%
student behaviour is well managed at their school (S2044)	92%	90%	83%
their school looks for ways to improve (S2045)	98%	97%	95%
their school is well maintained (S2046)	100%	94%	92%
their school gives them opportunities to do interesting things (S2047)	94%	88%	91%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	88%	92%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	88%	81%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	98%	97%	100%
student behaviour is well managed at their school (S2074)	96%	97%	96%
staff are well supported at their school (S2075)	92%	87%	96%
their school takes staff opinions seriously (S2076)	88%	89%	98%
their school looks for ways to improve (S2077)	96%	97%	100%
their school is well maintained (S2078)	100%	95%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	84%	89%	94%

'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 2015. 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. 2015 saw a major prize raffle and chocolate fundraiser 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 2015, 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
- 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
- Bardon Road Behaviour Unit
- STEPS

Reducing the school's environmental footprint

The increasing size of the student population and classroom requirements has seen an anticipated 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	143,610	758
2013-2014	151,137	768
2014-2015	156,777	1,353

*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.

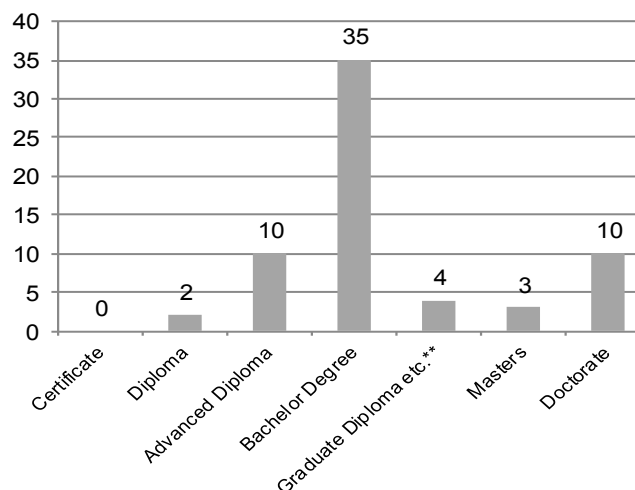
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	24	<5
Full-time equivalents	37	16	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	10
Bachelor Degree	35
Graduate Diploma etc.**	4
Masters	3
Doctorate	10
Total	64



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$95500.

The major professional development initiatives are as follows:

- Development of Guaranteed and Viable Curriculum in English and in Maths
- Synthetic Phonics approach with year prep and year 1 teachers
- 7 steps to Writing Success approach and associated coaching
- Teaching reading using quality literature, reading behaviours and associated coaching

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	93%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

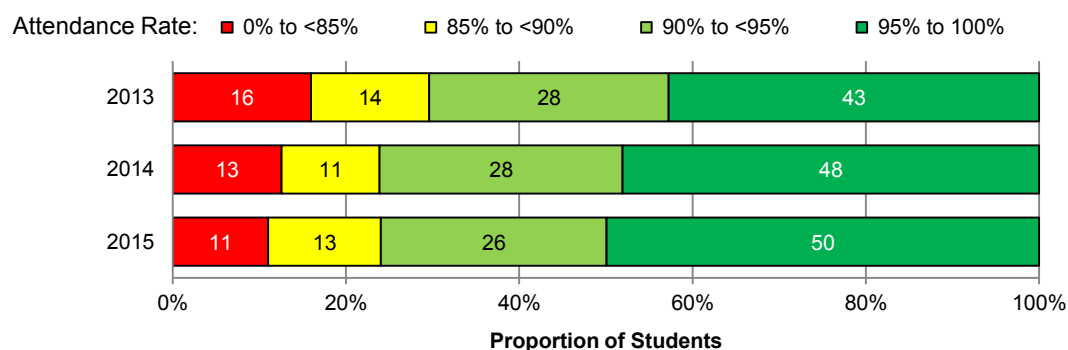
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	91%	92%	93%	93%	93%	92%	91%					
2014	93%	92%	93%	93%	93%	93%	94%	92%					
2015	94%	92%	93%	92%	93%	94%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Where it says ‘**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.