



Lundavra State School

# ANNUAL REPORT

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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## School Overview

Lundavra state school offers excellence in education through our up to date curriculum program and our extensive resources whilst maintaining the supporting nature only available at a small rural school. At Lundavra State School we are constantly striving for improved outcomes in all areas of schooling including curriculum, sports and the arts. Working in collaboration with the community and the Parents and Citizens association, Lundavra State School strives to constantly improve our school to continue to achieve our goal of Excellence in Education. We value learning and recognise that we are all life long learners with a responsibility to strive to achieve, contribute and grow with change. We respect ourselves and others and take responsibility for all of our actions. We all contribute to ensuring a safe, tolerant and disciplined environment where everyone can succeed in their goals and aspirations. We value collaboration and each other and understand the benefits of working together towards one common goal. Our motto is 'Success Crowns Effort'. All students are encouraged to put in their maximum effort to allow them to succeed both at school and in all other areas of their lives.

## Principal's Foreword

### Introduction

This retrospective report highlights Lundavra State School's 2017 Improvement Agenda and describes progress made. Improvement at Lundavra is attributed to a fantastic working relationship with families and community, high quality staff and students who believe our school motto – 'Success Crowns Effort'.

### Progress towards its goals in 2017

Improvement Agenda	Actions	Progress
Reading	<p>Develop a school wide assessment schedule and collect specific data to inform teaching.</p> <p>Employ a teacher aide for Speech – Language intervention.</p> <p>Use systemic and school data to develop evidence based plans for students at risk of not achieving NMS in Reading and Writing (I4S)</p> <p>Implement a school wide, targeted-reading program, which explicitly focuses on comprehension strategies.</p>	<p>-Assessment schedule completed and embedded into teaching and learning routine.</p> <p>-Speech Intervention provided for Prep student.</p> <p>-data used to track and monitor student achievement.</p> <p>-All staff worked together to develop and deliver reading program. All students achieved Regional Benchmarks.</p>

<b>Writing</b>	Continue to implement a whole-school approach to the explicit teach of writing (Seven steps to Writing Success)	-All students developed effective writing skills. Students worked with staff to develop SMART writing goals.
<b>Transition</b>	Implement a pre-prep transition program in Term 4, 2017 to assist in a smooth transition of children into Prep.	-2 Kindy students participated in transition program.
<b>Explicit Instruction</b>	Further build teacher capability in consistently using 'The 16 elements of explicit instruction' in their classroom practice.	-this continued to be part of our teaching and learning cycle.
<b>Observation and Feedback</b>	Continue to embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.	-targeted observation and feedback took place with all staff setting goals for improvement.
<b>Purposeful use of Data</b>	Review student data on a monthly cycle to identify current achievement level, determine future learning needs, teach to these needs, re-assess effectiveness and embark on next learning cycle.	-student data used to track and monitor performance.

## Future Outlook

<b>Improvement Agenda</b>	<b>Actions/Targets</b>	<b>Timeline</b>
<b>Improve the teaching and learning of READING COMPREHENSION and VOCABULARY</b>	<p>Provide staff with professional learning for guided reading groups/big 6 of reading.</p> <p>Continue to refine and update Whole school reading program.</p> <p>Targeted intervention for students below regional benchmarks.</p> <p>Use of data to effectively track and monitor student progress.</p> <p>Explicit vocabulary lessons timetabled.</p> <p>Students rewarded for use of new vocabulary in lessons.</p>	<p>-Throughout the year</p> <p>-Semester 1</p> <p>-Throughout the year</p> <p>-Throughout the year</p> <p>- Throughout the year</p>
<b>Ensure all students access a balanced literacy program where at least 100 minutes is scheduled each day.</b> <i>(Parameter 3: Daily Sustained Focus on Assessment and Instruction)" Putting Faces on the Data"</i>	<p>"Every lesson involves ongoing formative assessment, which informs differentiated instruction." <i>Lyn Sharratt</i></p> <p>Balanced timetabled literacy program – includes daily guided, independent, shared and modelled reading and daily on demand writing and explicit targeted writing lessons.</p>	<p>-Ongoing throughout the year</p> <p>-Implement in term one and continue throughout the year.</p>

# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	11	6	5	2	88%
2016	10	5	5		89%
2017	9	5	4	1	82%

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

Lundavra State School is a multi-age P-6 classroom in an isolated, rural setting. Students come from the property on which the school is situated or from neighbouring properties. The majority of students come from 2-parent families who both work part time or full time.

### 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	11	10	11
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Lundavra State School offers a comprehensive, differentiated curriculum delivery from Prep through to Year 6, which is based on the Australia Curriculum.
- Programs are designed to meet the individual needs of our school and its students.
- C2C materials are used and adapted.
- Literacy and Numeracy programs such as Soundwaves and Cars and Stars are used to support curriculum delivery.
- A/B curriculum cycle delivered over 2 years where all KLAs are a number of times within the two-year period.
- Weekly visiting music teacher

### Co-curricular Activities

Varying times of the year, students have access to interschool sporting and cultural events held in nearby towns that may include:

- Sport
- Music Viva
- Dance and Drama
- Eisteddfod in Goondiwindi
- Under 8's Day
- Macintyre Young Writers Competition – many awards won in 2017
- NAIDOC

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

Lundavra State School regularly uses Information and Communication Technologies to assist student learning. Students regularly use interactive websites and have access to, at different times, online distance education curriculum material and interactive activities. Each student has access to his or her own laptop or ipad. We are currently working at a 1:1 ratio of computers to students. The school also uses technologies including Digital Cameras and Interactive Whiteboards to assist learning. Students in Prep-Year 6 also engage with typing software to learn the correct technique for typing.

## Social Climate

### Overview

Lundavra State School provides a personalised and stimulating learning environment that fosters academic achievement and nurtures sporting, creative, moral and social development. Consideration is given to individual student needs and children are supported at all stages of their development by a dedicated, professional and caring staff. Students are encouraged to be responsible and respectful, with our 'Responsible Behaviour Plan' featuring a positive approach that aims to support the development of positive social and interpersonal skills. Our school is responsive to community needs and we encourage families to participate actively in all aspects of school life. A hard working P&C Committee also support Lundavra State School.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	80%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	80%	100%	100%

#### Student opinion survey



Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	80%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	80%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	80%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	80%	100%
their school takes students' opinions seriously* (S2043)	80%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

### Staff opinion survey

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

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

Lundavra State School both values and encourages parent involvement in their child's education. There is a strong sense of community, developed through a variety of opportunities for parent involvement, which is made available throughout the year. An active P & C Association meets termly and contributes to discussion and decisions about school issues. Parents are regularly informed about school policies and procedures, classroom structures, student progress, curriculum changes, special events and EQ initiatives. This information is shared through the weekly newsletter, P&C meetings, end of term culminations, parent teacher interviews and informal discussions in person or via phone or email. Regular sporting events provide another opportunity for parents to become involved in the life of our school. Parents are invited to attend the school cross-country, our 'small schools' athletics carnival, travel to 10 swimming lessons per year, Mother's and Father's Day events and Family Library



sessions which are held every Monday. Written reports are issued twice a year, with parent/teacher interviews offered in term 1 and 3. In addition, we operate an 'open door' policy with parents invited to make appointments to speak with teachers at any mutually convenient time. Each month parents are encouraged to visit the school to discuss their child's progress through a message in the school newsletter.

### Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Respectful relationships programs are delivered through C2C Health lessons and Lundavra State School's Whole School Responsible Behaviour plan.

### 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	0	0	2
Long Suspensions – 11 to 20days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Lundavra State School has installed solar panels and an upgrade from a 2KW inverter to a 8KW to reduce the school's environmental footprint. The school relies solely on rainwater and has a dam and tanks for collection and pumps for distribution of water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	8,315	
2015-2016	37	
2016-2017	9,371	

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	2	5	<5
Full-time Equivalents	1	2	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
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 and teacher aide professional development in 2017 were \$11038.71

The major professional development initiatives are as follows:

- Leadership professional learning
- Writing workshops
- One School training
- First Aide training
- Reading workshops
- Principals Conference

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	98%

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

From the end of the previous school year, 100% of staff was retained by the school for the entire 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).	90%	91%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%		DW

\*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%.

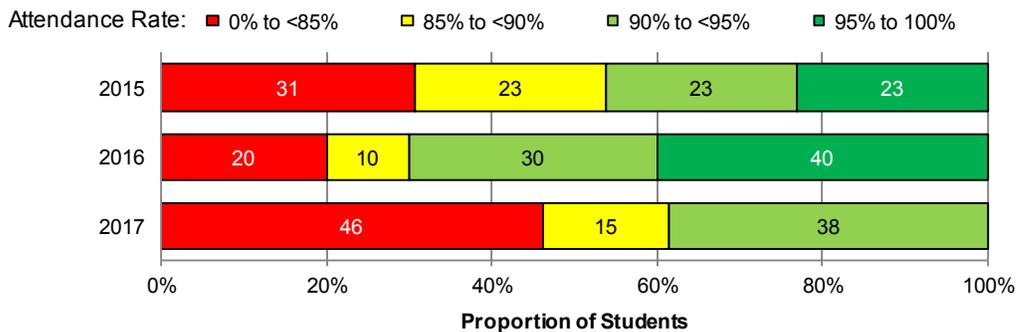
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	DW	DW	91%	91%		DW	92%						
2016	80%	85%	DW	97%	94%	DW							
2017	DW	DW	78%	90%	95%	77%	93%						

\*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.

Lundavra State School manages attendance by:-

- Communicating school's attendance policy through school newsletters.
- Highlight attendance targets in school newsletter and school office noticeboard
- Rewarding students with improved and 100% attendance.
- Holding class celebrations for 100% attendance for a week – Golden Time
- Rolls are marked twice daily (commencement of morning and afternoon sessions).
- Same day notification of absences – parents are contacted at 11.00 am each day their child is away if they have not provided a valid reason.
- Parents regularly contact the school via telephone, email, text message or in person to notify of an intended absence.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

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