


QUEENSLAND STATE SCHOOL REPORTING - 2010

Lundavra State School (0418)

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Principal's foreword

Introduction

Lundavra State School is a band 5 school situated on a property 90 kilometres North West of Goondiwindi on the Western Downs. The school opened in 1964 and since then has a proud heritage of providing an excellent standard of education to students living on the Lundavra property itself, as well as those that travel in from neighbouring grazing or farming properties. The school is a part of the Macintyre cluster of schools and works collaboratively with these nearby schools to ensure students are offered an equitable education through exposure to as many learning opportunities as possible.

The school has a teaching principal and is visited by a support teacher three days per a week who also provides physical education. An itinerant music teacher visits the school once a week also. Ancillary services, in the form of Speech Language Pathology, Occupational Therapy and Guidance are all available if required.

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School progress towards its goals in 2010

Lundavra State School has continued to implement a range of initiatives to support the goals identified in the 2009 Annual Operational Plan. Curriculum resources and programs were developed to ensure all essential learnings were being covered. There was continued development of inclusive practices that support individual needs and provide intervention for students below NAPLAN benchmarks. The school undertook a CT&L Audit and an EATSIPS Audit and associated implementation plans. Electronic cataloguing software and equipment was purchased to begin processing library and curriculum resources. Staff attended professional development relevant to the school priorities. The school hosted a number of community events to continue to promote the school's profile within the community.

Future outlook

1. Continue to improve student performance (teaching and learning priorities, student responsibilities and independence)
2. Prepare Whole School Curriculum and Assessment Plans for implementation of the National Curriculum
3. Staff to develop personal learning and development plans and access related professional development
4. Continue to involve the community and raise awareness of the school's achievements
5. Continue to organise and modernise the school environment to best suit student needs

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **P-7**

Total student enrolments for this school: **22**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
22	10	12	64%

Characteristics of the student body:

Lundavra State School is a multi-age P-7 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. There is an increasing percentage of international students predominantly from the Philippines who have recently come to Australia for employment opportunities. These families speak English as a second language.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	14	100%	100%	0%	0%
Year 4 – Year 10					
Year 11 – Year 12					
All Classes	14	100%	100%	0%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Lundavra State School offers a comprehensive curriculum delivery from Prep through to Year 7.

- Programs are designed to meet the particular needs of our school and its students and afford all students the opportunity to realise their learning potential in an engaging and challenging environment.
- We employ an inclusive approach to program planning, devising units that reflect the needs, abilities and interests of the students as well as the essential learnings in the Key learning areas.
- All KLAs are visited a number of times within a two year period.

Extra curricula activities:

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

- Sport Skills
- Arts Council
- Woodwork
- Chess
- Dance and Drama

How Information and Communication Technologies are used to assist learning

The school's internet bandwidth and service has been increased to enhance the student's access to interactive websites. Our 14 curriculum computers give us a one to two ratio of computers to students. The school utilises the McIntyre Cluster Resources such as Ipad Touches and Data Loggers. The school utilises its interactive whiteboard and Wii for engaging curriculum learning opportunities.

Social climate

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.

Parent, student and teacher satisfaction with the school

Parents and students are happy with the school's ability to provide a good education. Staff have expressed dissatisfaction towards their access to professional development and school morale which has been identified as a key priority in the 2011 Annual Operational Plan.

Our school at a glance

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	90%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	20%
Percentage of staff members satisfied with morale in the school	40%

Involving parents in their child's education.

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 are made available throughout the year. The P & C Association meets monthly 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.

Learning which takes place within each term of work is presented to parents as a culminating event at the end of each term. Families are invited to attend and in some cases become involved in our presentations. 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, 'Jump Rope For Heart' day and other regular sporting events.

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.

Reducing the school's environmental footprint

The school has signed up to be part of the Sustainable Schools Program for 2011 and is working towards creating a School Environmental Management Plan. Building construction in 2010 increased our electricity usage from normal amounts. The school relies solely on rain water and has a dam and tanks for the collection and pumps for the distribution of water.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$4,383	\$4,383	\$0	\$0	\$0	\$0	\$0	19,014	0	0
2009	\$3,877	\$3,877	\$0	\$0	\$0	\$0	\$0	16,128	0	0
% change 2009 - 2010	13%	13%	N/A	N/A	N/A	N/A	N/A	18%	N/A	N/A

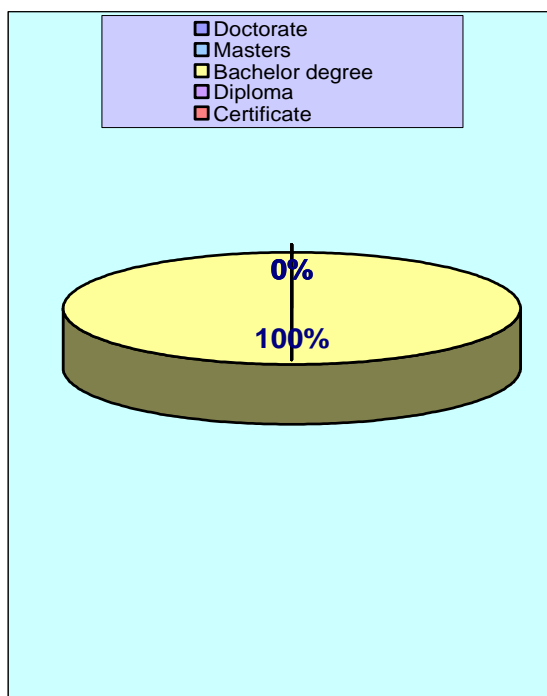
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	<5
Full-time equivalents	2	2	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	2
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$10916.

The major professional development initiatives are as follows:

- Curriculum content and pedagogy
- Use of ICTs

Our staff profile

- First Aid training
- Principal's leadership program

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 100% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 89%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
86%	89%	100%	91%	100%	90%						

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice daily at the beginning of the morning session and afternoon session. Families are contacted if their students are absent without explanation for more than 2 days.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Lundavra School is closing the gap between the performance of Indigenous and Non-Indigenous students. We have retained our indigenous students over the past 12 months and increased attendance data and literacy and numeracy attainment.