

LABRADOR
STATE SCHOOL



Labrador State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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

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School Overview

What a wonderful environment for my child to grow up in, to learn in and to play in. There are just so many wonderful opportunities for my child at Labrador State School. The staff at Labrador go that extra mile for each and every child. I know my child just loves his teacher and comes home every day with stories and tales of the adventures he has had in the day. Congratulations Labrador State School for the difference you make in my child's life. You have touched the soul of my child and shown them the true values of life ' Respect, Trust, Unity, Pride and Diversity'. I can feel, see and hear your vision as I come into the school. What a wonderful testimonial. A warm welcome to you and your family to the My School website. Labrador State School has seen many changes since first opening in 1921. We invite you to come in and see, hear and sense for yourself the qualities of our school. You will feel a sense of joy in seeing how a child's learning needs both academically, physically, emotionally, socially and spiritually are met by a professional, committed and passionate staff. You will love the beauty of the school grounds. You will see playgrounds for both young and older children. You will hear children swimming in a heated pool. You will be impressed with the Incredibles learning initiative, the Intensive English Centre and the Italian Class. You will like the way children are encouraged to be fit through physical fitness programs like B.B.C, gross motor, physical education and interschool sport. You will be thrilled to be an audience and listen to the Junior and Senior Choirs. You too will marvel at the skill of the String Ensembles and the Stage, Junior and Senior Instrumental Bands. As you walk into the school, you will sense children playing in a happy, friendly and safe way. You will be pleased to hear that the school has high expectations, particularly in English, Maths and Science and around behaviour, manners and attitude. You will hear the school community talking about the importance of children having a sense of belonging. You will notice that the school culture believes in the importance of social and emotional learning and the mental health of students. You will love the way the school regularly celebrates success in its community hall. As you walk past the classrooms and library, you will hear a hum of learning engagement. You will be excited to see the latest technologies being used by children. You will be amazed at the number of volunteer parents supporting the children in the classroom and how parents are consulted and have input in making a difference in improving learning outcomes of students. You see, at Labrador State School, we care not only for the children, but also for the whole family and the school community. We invite your family to experience the vision of 'Learning for Life - Together'. You will not know just how special the experience will be.

Principal's Forward

Introduction

Welcome to the Annual Report for 2016. This report contains information about the following;

- School Progress towards its goals in 2016
- Future Outlook
- School Profile
- Characteristics of the student body
- Average class sizes
- Our Approach to Curriculum Delivery
- Co-curricular Activities
- How Information and Communication Technologies are used to Assist Learning
- Social Climate
- Parent, Student and Staff Satisfaction
- Parent and community engagement
- Respectful relationships programs
- School Disciplinary Absences
- Environmental footprint
- School funding
- Staff composition, including indigenous staff
- Qualification of all teachers
- Expenditure on teacher participation in professional development
- Staff attendance
- Proportion of staff retained from the previous year.
- Key student outcomes
- Student attendance
- Attendance distribution
- Description of how non-attendance is managed by the school.
- NAPLAN

School Progress towards its goals in 2016

During 2016 most of the targets that were set were reached as per the table below

To invest in Oral Language and Early Intervention for Prep – Year 2.		
Actions	Targets	Result
Invest in Speech Language Pathologist to develop and assist in implementation of Oral Language Program. Continue Prep Reading Support + phonological and phonemic awareness programs	OLEY – 100% Prep students SAT – 25% Prep&1 students	Achieved
Continue LLI for Year 1 and Year 1 Reading support	100% of students	Achieved
Continue to support Early Years Home Reading, reading strategies based on Sheena Cameron, Parent Ready Reader, Development of IXL online learning.	100% of classes	Achieved
Differentiate students in reading through Get Real Reading for students in Year 2 and Year 3.	40% U2B Yr 3 R 94% >NMS Yr3R	Achieved

To implement programs to improve the percentage of students in U2B reading and above NMS in Year 3 & 5.		
Actions	Targets	Result
Continuation of Get Real Reading Program for Year 2-5	39% U2B Yr5R 97% >NMS Yr5R	U2B was not reached - NMS achieved
Development and implementation of U2B blueprint to ensure skills, knowledge and differentiation are consistent and evident in all classes – Prep – Year 6.	36% of students in U2B	Achieved
Provision of U2B workshops for identified students.	40% students	Workshops were provided but fell short of reaching the target
Use of IXL to differentiate learning targeted at literacy.	90% students	This was not achieved across the school.
Continue teaching of reading strategies through the Labrador Literacy Framework based on Sheena Cameron.	100% of staff	Achieved

To implement programs to improve the percentage of students in U2B Number and above NMS in Year 3 & 5.		
Actions	Targets	Result
Development and implementation of Get Real Maths Program delivered to Year 4 & 5 in 2016.	30% U2B Yr5N 92% >NMS Yr5N	U2B was not reached -NMS achieved

Continue and develop partnership with Southport High Independent Public School and support for top numeracy students across the Southport Learning Precinct.	5% of year 6 students	Not achieved and will continue in 2017
Continue use of IXL as differentiated learning tool for number.	95% usage	Not achieved
Continued use of Maths mentor with focus on Problem Solving, number boards and diagnostic intervention.	100% of classes	Achieved
To effectively use and assess diagnostic testing for mathematics each term.		
Actions	Targets	Result
Teachers implement and review diagnostic maths tests each term.	100% of students	Achieved
PLC time allocated to identifying intervention strategies for all levels to successfully meet all student needs.	100% of students	Achieved
Differentiation team used to provide targeted support to all students.	100% of classes	Achieved

An improvement in whole school attendance.		
Actions	Targets	Results
Weekly attendance figures analysed with teachers and students.	>95% attendance	93% Focus continues in 2017
Use of admin assistant to track attendance.	Records on OneSchool	Achieved
Class teachers to monitor attendance and implement collaborative strategies to encourage better attendance.	>95% attendance	93%
End of term / weekly incentives to encourage better attendance.	>95% attendance	Incentives provided target fell short
Establishment of Indigenous Community Group, implementation of student programs and Professional Development for staff.	>93% Indigenous attendance	90.9%
Provision of a safe and supportive learning environment for all staff and students.		
Actions	Targets	Results
Continued exposure and in-servicing to ensure all staff are trained in Team Teach and de-escalation strategies.	100% of all staff	Achieved
Communicate to school community the RBPS through school website, Facebook, newsletter and face to face.	All forms of media used	Achieved

Teachers to continue recording positive behaviours on OneSchool.	100% of teachers complying	Achieved
Whole school processes in place to ensure individual student needs are catered for through support programs (KidsMatter, Mind-up, ELAPSE etc.), BMP completed by ELT / DP's in collaboration with CT's and Teacher Aide support provided to minimise Risk Management.	Less than 3% of school population on short term suspension	Throughout

Future Outlook

Our explicit improvement agenda for 2017 is as follows;

LOA is Level of Achievement (A-E rating)

U2B is the Upper two bands in NAPLAN , or where it says LOA U2B then this is referring the number of As and Bs.

Implement programs to improve the percentage of students in Upper 2 Bands reading		
Actions	Targets	Timelines
Continue Get Real Reading Program for Year 2-5	LOA U2B 35 % LOA C or above 82%	Sem 1
Develop, implement and monitor a consistent whole school approach to classroom reading practices.	100% of teachers	Sem 1: Develop Sem 2: Implement/monitor
Identify through data and extend high performing students and teach strategies to engage with complex texts	100% of identified students Yr 3 U2B 55% Yr 5 U2B 50%	Term 1
Expand home reading program across all year level with use of eBooks	100% of P-2 students 80% Yr3-6 students	Term 1
Implement programs to improve the percentage of student in the Upper 2 bands in number		
Expand Get Real Maths to include Year 2 & 3 and continue implementation in Year 4 & 5.	LOA U2B 38 % LOA C or above 82%	Sem 1
Develop, implement and monitor a consistent whole school approach to classroom mathematics practices	100% of class teachers using agreed approach	Sem 1: Develop Sem 2 Implement
Identify through data and extend high performing students and teach strategies to engage with problem solving and reasoning.	100% of identified students Yr 3 U2B 30% Yr 5 U2B 25%	Term 1
Deepen teacher knowledge, expertise and delivery of the Australian Curriculum		
		Quarterly

Provide release time for whole year level cohort to engage in planning with Year level HOC s and differentiation team	100% of teachers released	
Embed EAL/D strategies for the Australian Curriculum through the provision of an EAL/D support teacher	100% of teachers training and support in EAL/D strategies	Training Sem1 Embedded strategies Sem 2
Provide Digital Literacies (DL) Support Teacher to assist in the integration of Digital literacies across the curriculum.	70% of classes are BYOX 100% engagement with DL curriculum	Sem1

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	937	460	477	61	88%
2015*	947	471	476	62	90%
2016	966	486	480	70	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Labrador State School is a diverse, multicultural school.
 Our school has over 50 nationalities represented in the student body.
 Labrador State School is a low to middle socio-economic area.
 Approximately 22% of the student population were born overseas.
 30% of the student population receives EAL/D support.
 5% of the student population received intensive English support by attending the Intensive English Class.
 7.0% of the student population is Indigenous.
 5.3% of the population were refugees.
 The school caters for 4.6% of its population through Special Education Services.
 78.0% of students receive a 'C' or better on their report card for either English, Mathematics or Science.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	23
Year 4 – Year 7	25	25	25

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Curriculum Intent:

Planning we do:

Align with Australian curriculum:

- United in Our Pursuit of Excellence
- P-12 Curriculum, Assessment and Reporting Framework
- ACARA (C2C) are underpinned by the 7 General Capabilities - Literacy, Numeracy, ICTs, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding.
- Cross Curricular Priorities – Asia and Australia's engagement with Asia, Sustainability and Aboriginal and Torres Strait Islander Perspectives
- Essential Learnings
- Early Years Curriculum Guidelines

Align with Whole School Curriculum, Assessment and Reporting Plan. Labstats

Engage in Professional Learning

Professional Standards for Teachers

Building My Expertise as a Teacher

Assessment:

Planning we do:

Alignment with curriculum intent, teaching and learning

Assessment is used:

- **for learning** - to use student progress to inform teaching
- **as learning** - to inform students' future learning goals
- **of learning** - to assess student achievement against goals and standards

Extra curricula activities

Our approach to curriculum delivery

Our distinctive curriculum offerings include:

Levelled Literacy Intervention Program specifically targets students in their early years of learning who require intensive support for reading.

Get Real Reading Intervention specifically targets students in year 3, 4 and 5 to build reading skills and reading comprehension strategies.

The Before School Reading Program is where older students listen and support younger students read. This is held 3 times per week in the library.

Parent Ready Reader Program is an hour workshop conducted each term either before school, after school or in the evenings for parents and carers to be educated on effective strategies to support their child's reading at home.

Unify Project is an online course through Brisbane School of Distance Education to support gifted and talented students.

iPad Innovation classes have been successfully implemented in a double Year 3, 4 and 5 classrooms.

The Labrador Early Enhancement Adult Prevention Program is unique to our school community. (LEEAPP) This important program is coordinated from the Parent Room.

KidsMatter is a school program teaching positive mental health and well - being as part of the school curriculum.

Bat Cave – The Bat Cave allows children at breaks to play in a safe supportive area and learn appropriate social skills. It is also used as a proactive strategy used to support students who require behaviour modification.

The SupaKids Project in partnership with the Domestic Violence Service is unique in its focus to support students at risk. This program is about teaching safety, understanding self, protective behaviours and dealing with anger.

ELAPSE is a targeted program in the upper years to teach students about team work and cooperation

Men's shed Project is a partnership with a group of retired men who wish to help students whose behaviour is at risk.

Chaplaincy is a pastoral care program meeting the social and emotional needs of a range of students. Our chaplain mixes with students and attends a range of school activities like camps and excursions.

Peer Leadership Program – Students in Year 6 and 7 are selected as peer leaders to support students out in the playground and run school parades. A senior experienced teacher coordinates this program.

Student Council - Representatives from each class in years 4-6 are selected. These students meet regularly to coordinate fundraising events and support initiatives for school improvement.

eLearning – use of ICT including desktops, laptops, hand held devices accessing virtual classrooms and online learning.

Nitbuster Program – Each term trained volunteer parents check children's hair to see if head lice are present. A follow up note is sent home to parents asking parents to treat their child's hair.

Enrichment programs involve students engaging in Unify, chess, Maths Olympiad, NSW University Competitions, Australian Math's Competition and Optiminds.

Library Activities – Our library is open at lunch for students to participate in a range of literacy competitions and opportunities to read literature and play board games.

BBC – Bodies, Brains and Confidence Program promotes an active lifestyle and healthy eating habits. This is coordinated by a teacher and supported by over 20 volunteers (Parents and Staff) each Friday morning at 7:45am. Children exercise then finish with a healthy breakfast prepared by the volunteers.

The Intensive English Class caters for any children attending a government school who have recently arrived in Australia and are learning to learn in English. All students who wish to access the IEC must enrol in the school. The students will spend five full days in the centre up to lunchtime, and then return to their allocated class to practice their English skills with classmates.

Music/Instrumental Music Program is a distinctive award - winning program. Students can become part of a 60-member junior or senior choir. They can learn instruments and become key members in various string ensembles, senior, junior or stage bands.

Early Years Day is special celebration held each year to recognize the importance of Early Years Education. Students from Prep to Year 3 participate in a fun, filled, wide variety of activities.

Recycling involves year 5 students collecting and recycling scraps for our worm farm, paper, bottles, batteries and cans.

Southport Learning Precinct - This is a partnership with Southport State High School where human and physical resources are shared. High school teachers regularly visited our school and worked with teachers and students. The highlight for the year was a week's transition of year 6 and 7 students into high school and students competing in Smart Minds Competition, instrumental music excellence days and sporting programs.

Each year Labrador State School holds a moving **ANZAC Day Service** in the Great Hall. In our school calendar, Anzac Day is very important. This service recognises the sacrifice and bravery of the fallen and those people who have fought in all wars. The ceremony demonstrates the strong sense of respect the students of Labrador State School have for those men and women who have fought in all wars and conflicts.

Extra curricula activities - Labrador offers a diverse range of extra curricula activities that cater for the diverse needs of our students. Students have access to the following activities / programs.

Music/Instrumental Music - Labrador offers an extensive music program with students involved in classroom music, choir, stringed instruments and brass, wind and percussion instrumentation. Our talented musicians perform at Eisteddfods, concerts and public occasions throughout the year.

Interschool Sport - Students from years 5, 6 and 7 are selected to compete in Interschool sport in Semester 1 and 2, which include soccer, rugby league, netball and softball. In 2015 students were involved in house carnivals for swimming, athletics, Oz Tag and touch football.

How Information and Communication Technologies are used to Assist Learning

At Labrador State School it is not just about using digital technologies to entertain or engage students. While this is a great benefit of using Digital Technologies as it is the world that our students are surrounded by, we strive to enhance students' critical and computational thinking skills by adopting the Digital Technologies Curriculum. We aim to use digital tools thoughtfully and assess as to whether it is the right tool for a particular job. We strongly believe that there is a time and place for both digital tools and pencil and paper as we quickly move into the eLearning culture of the 21st century

We are on the journey to embed the digital technologies within other KLA areas to further enhance these subject areas rather than it be just another learning area. We are using also Design Thinking skills to allow students to visualize, generate, plan, analyze and evaluate ideas to create digital solutions to real world problems or challenges. We are adopting

Social Climate

Overview

Our school has a reputation as a happy, friendly, safe learning environment. High expectations for students remain a priority. A child is expected to be well-behaved, well mannered, to try to do their best in all things and to come to school with a positive attitude. We are committed to ensuring that every day, in every classroom, every student is learning within a safe, supportive, inclusive and disciplined learning environment. Everyone is welcome at Labrador State School if they meet the expectations



associated with the Code of School Behaviour. Essential to effective learning at Labrador State School is a safe, supportive and disciplined environment that respects the following rights:

- * The rights of all students to learn
- * The rights of teachers to teach
- * The rights of all to be safe
- * The rights of all to be treated with respect and dignity

This is evidenced by our 2016 school opinion survey data:

Percentage of students who agree that:

- They feel safe at their school -98%
- This is a good school -98%
- Teachers treat students fairly at their school -94%
- Student behaviour is well managed at this school -93%
- They like being at this school -98%

Percentage of parent/caregivers who agree that:

- Their child feels safe at this school -99%
- This is a good school -96%
- Teachers treat students fairly at their school -98%
- Student behaviour is well managed at this school -95%
- Their child likes being at this school -98%

Across the school we have a variety of programs designed to help build the well-being and resilience of students. In 2016 this included the ELAPSE program, access to the local Men's Shed, Team Up with the PCYC as well as Mental Health Week and RUOK day. We acknowledge our ethnic diversity through Harmony Day activities and celebrating NAIDOC with the whole school.

Our behavior data indicates that our positive daily behaviors far outweigh and other behavior incidents that need to be dealt with using our Responsible Behavior Plan for students.

Labrador State School

Behaviour Monthly Statistics

Date Range: 1 January 2016 to 31 December 2016

Month	School Days	Positive Behaviours	No. Of Students	Positive Daily Avg	Behaviour Incidents	No. Of Students	Incidents Daily Avg
Year: 2016							
January	3	5	5	1.67	3	4	1.00
February	21	247	194	11.76	137	79	6.52
March	18	274	242	15.22	140	83	7.78
April	14	173	141	12.36	54	50	3.86
May	21	259	221	12.33	151	102	7.19
June	18	242	219	13.44	130	95	7.22
July	15	192	186	12.80	78	60	5.20
August	22	267	198	12.14	148	94	6.73
September	12	111	120	9.25	53	52	4.42
October	19	212	217	11.16	92	78	4.84
November	22	175	181	7.95	142	114	6.45
December	7	10	9	1.43	20	22	2.86
	192	2167	1933	11.29	1148	833	5.98

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	96%	96%
this is a good school (S2035)	97%	96%	96%
their child likes being at this school* (S2001)	95%	98%	98%
their child feels safe at this school* (S2002)	96%	94%	99%
their child's learning needs are being met at this school* (S2003)	93%	93%	92%
their child is making good progress at this school* (S2004)	94%	91%	94%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	94%
teachers at this school motivate their child to learn* (S2007)	97%	93%	96%
teachers at this school treat students fairly* (S2008)	95%	94%	98%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	97%
this school works with them to support their child's learning* (S2010)	96%	96%	98%
this school takes parents' opinions seriously* (S2011)	94%	98%	92%
student behaviour is well managed at this school* (S2012)	93%	95%	95%
this school looks for ways to improve* (S2013)	97%	98%	97%
this school is well maintained* (S2014)	97%	96%	99%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	99%	98%
they like being at their school* (S2036)	100%	100%	98%
they feel safe at their school* (S2037)	96%	99%	98%
their teachers motivate them to learn* (S2038)	99%	97%	98%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	99%
teachers treat students fairly at their school* (S2041)	97%	96%	94%
they can talk to their teachers about their concerns* (S2042)	89%	94%	88%
their school takes students' opinions seriously* (S2043)	95%	98%	95%
student behaviour is well managed at their school* (S2044)	94%	87%	93%
their school looks for ways to improve* (S2045)	99%	100%	98%
their school is well maintained* (S2046)	96%	99%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	99%	100%
they feel that their school is a safe place in which to work (S2070)	99%	100%	100%
they receive useful feedback about their work at their school (S2071)	98%	95%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	98%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	100%	99%	99%
staff are well supported at their school (S2075)	98%	96%	96%
their school takes staff opinions seriously (S2076)	98%	93%	94%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	92%	87%
their school gives them opportunities to do interesting things (S2079)	99%	96%	95%

* 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:

The importance of parents and teachers working together is strongly supported throughout the school.

Parents are encouraged and supported in working with the school through access to, and involvement in:

- Our Parents and Citizens' Association that supports collaborative decision-making within our school.
- Parents are actively involved in the school culture contributing and participating in a wide range of activities.
- Opportunities are available for parents to be involved through attending parent workshops, volunteering in the classroom, volunteering in the library, volunteering as a Nitbuster parent, working in the tuckshop, being part of the KidsMatter Parent Action Team, assisting with the BBC Program, attending P&C Meetings, helping each term at the school disco, volunteering at school events and fundraising ventures.
- Parents are invited to attend school assemblies, performances, Music Showcase, celebrations, Mental Health Week and sporting activities.
- Communication with parents occurs face-to-face, class newsletters, school website, via Dojo, QParents, emails and attendance at class meetings.

For students with diverse needs, these are acknowledged and in consultation with parents and support agencies, school staff work to support individual student needs within our school. These supports can take a variety of means including: Individual Curriculum Plans (ICPs), different curriculum subject offerings and modifications/differentiation within school activities.

Respectful relationships programs:

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Some examples of these are:

- weekly behavior/values discussions on assembly to the whole school
- explicit teaching of SEL through our KidsMatter EdStudio
- adding the Respectful Relationships Learning Place link to our KidsMatter EdStudio
- Targeted sessions with different grades including outside agencies where appropriate - PCYC, CYMHS
- 'Free to Be' program delivered annually by CYMHS to Year 6 students
- ELAPSE program delivered to Year 4/5 students
- Kids Helpline interactive session with Year 5 students led by our School Based Mental Health Support Worker
- Mind Up Program for P-2 students run by the Chaplain/TA
- Men's Shed program for students whose behavior is at risk
- Engagement of trained teacher to develop and deliver personal development sessions.
- The SupaKids Project in partnership with the Domestic Violence Service is unique in its focus to support students at risk. This program is about teaching safety, understanding self, protective behaviours and dealing with anger.
- Whole staff trained in Team Teach – (Team-Teach provides training in positive handling and de-escalating strategies (including physical restraint) for responding to and managing challenging behaviors.

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

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	28	50	38
Long Suspensions – 6 to 20 days	0	2	3

Exclusions	0	1	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.

Environmental Footprint

Reducing the school's environmental footprint

Energy and Water Use

- *Solar energy Photovoltaic system – D block – National Solar Schools Program
- *Solar energy (heating) – 25 m Swimming Pool
- *Water tank – Oval irrigation system, Swimming pool top up, School greenhouse and Kitchen Garden irrigation
- *Amenities– sensor flush systems throughout the school to minimise water wastage
- *Water Flow pressure management system installed on all taps
- *Signage – turn off fans and lights when leaving rooms – in all classrooms
- *Timers on all emergency lighting

Travel and Excursions

- *Active School Travel Program – in conjunction with Gold Coast City Council – encourages students to walk or ride to school
- *End of year upper school excursions – walk to Southport Broadwater & Movies

Waste Program-

- *Visy paper recycling program – classrooms are involved in the recycling of used paper
- *Food collection – students are encouraged to place unwanted food items into identifiable bins for composting purposes
- *Worm farm – for tuckshop vegetable scraps – soil improvement and production
- *Recycling bins – Glass bottles, plastics and tin cans. Ink and toner cartridges, batteries

Kitchen Garden Program

- *Planting of herbaceous plants for tuckshop use
- *Use of composted materials for the purpose of soil improvement
- *Partnership with various Tree loppers who provide mulch to retain soil moisture and prevent production of weeds – minimising use of chemical sprays
- *Conscious decision around the use of natural products for pest management in all gardens

Plants and Gardens

- *Purchase of drought resistant plants
- *All organic fertilisers used throughout the school site

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	332,436	2,522
2014-2015	258,019	4,916
2015-2016	222,961	3,608

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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	77	36	<5
Full-time Equivalents	66	24	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	2
Bachelor degree	58
Diploma	13
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 2016 were \$28 772

The major professional development initiatives are as follows:

- Complex text and text dependent questioning
- STEM (Science, technology, engineering and mathematics)
- Age appropriate pedagogies
- Upper Two bands reading comprehension
-

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	90%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

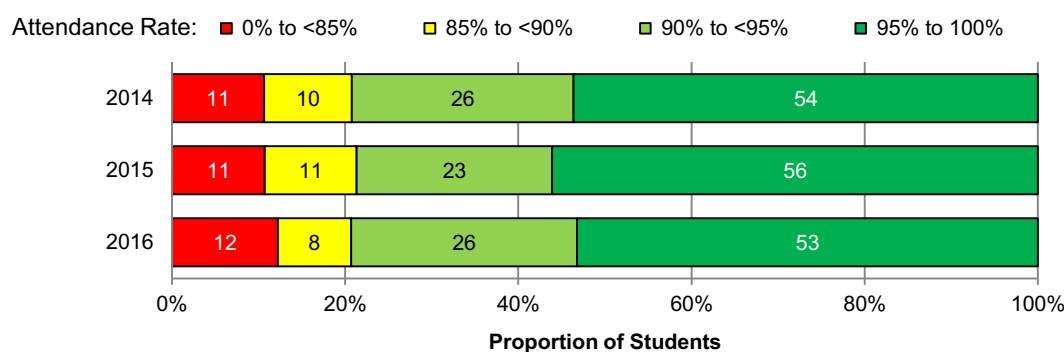
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	93%	94%	94%	94%	93%	96%					
2015	94%	93%	94%	93%	95%	95%	94%						
2016	93%	94%	93%	94%	93%	95%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Labrador SS all student rolls are marked twice a day- in the morning and in the afternoon directly after the lunch break. Parents are informed via SMS if their child is absent. This SMS allows the opportunity for parents to explain the absence. Parents are also reminded regularly by teachers and through the newsletter that they are to inform the school of the reason for any student absence, either by phoning the Office, sending an email or sending a note the following day.

Students who arrive at school after the roll is marked in the morning are marked as "Late" arrivals. If students arrive late repeatedly parents are contacted by Admin to encourage them to ensure their children arrive at school on time. The Deputy Principal follows up with a phone call to any family where students have had a number of unexplained absences, to verify the reason for absences and to encourage more consistent attendance where necessary. If an ongoing pattern of absenteeism continues letters are sent to parents as per DET policy.

The Guidance Officer and Parent Support Workers have been utilised to assist families who were having difficulty in getting students to school. In addition, the school reward system is being implemented in semester 2 for classes with the best attendance throughout the year as well as individual recognition of students with exemplary attendance. Finally, preventative health measures such as systematic hand sanitising has been instituted.

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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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.