

LABRADOR
STATE SCHOOL



Labrador State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

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Department of Education



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School Overview

I invite you to read the 2017 school annual report. 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 our student leadership program, the Intensive English Centre and the LABYOX classes. 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 Foreword

Introduction

Welcome to the 2017 Annual School Report.

This report contains information on the following.

- School progress towards its goals in 2017
- Future outlook
- School profile
- Characteristics of the student body
- Curriculum delivery- including how we use ICTs to assist learning
- Social climate
- Staff profile
- Environmental footprint
- Professional development
- Staff attendance and retention
- Student Performance including attendance

School Progress towards its goals in 2017

The table below shows our 2017 explicit improvement agenda targets and our progress towards achieving them.

Implement programs to improve the percentage of students in U2B Reading		
Actions	Targets	Outcome
Continue Get Real Reading Program for Year 2-5	LOA U2B 35 % LOA C or above 82%	LOA U2B 35.6% % LOA C or above 77.6%
Develop, implement and monitor a consistent whole school approach to classroom reading practices.	100% of teachers	All teacher received PD in this area and consistent approach adopted

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%	Staff PD on complex texts and text dependent questions undertaken Yr 3 U2B 39.7% Yr 5 U2B 30.8%
Expand home reading program across all year level with use of ebooks	100% of P-2 students 80% Yr3-6 students	All students gained access. Take up in P-2 was higher than 3-6
Implement programs to improve the percentage of students in U2B Number		
Actions	Targets	Outcome
Expand Get Real Maths to include Year 2 & 3 and continue implementation in Year 4 & 5.	LOA U2B 38 % LOA C or above 82%	LOA U2B 42.6 % LOA C or above 82%
Develop, implement and monitor a consistent whole school approach to classroom mathematics practices.	100% of class teachers using agreed approach	Still being developed for further work in 2018
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%	Yr 3 U2B 35% Yr 5 U2B 20%
Deepen teacher knowledge, expertise and delivery of the Australian Curriculum		
Actions	Outcome	Status
Provide release time for whole year level cohort to engage in planning with Year level HOC s and differentiation team	100% of teachers released	Achieved and will continue next year with new staff
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	Professional development provided on EAL/D strategies to all teaching staff and some teacher aides
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	Infrastructure needs addressing. 2018- 12 LABYOX classes to operate. Possibility of a DL teacher next year to be investigated

Future Outlook

The 2018 School Improvement Plan has been collaboratively created using the 2018-2021 Strategic Plan. The focus of the school throughout 2018 is tabulated below.

Improve the outcomes for all students in Reading	
Actions	Targets
Use data to plan and implement effective reading strategies	100% of teachers use data to plan & set reading goals
Continue to implement and monitor a consistent whole school approach to classroom reading practices.	100% of teachers
Use complex texts and text dependent questions for all students	Yr 3 U2B 55% NMS 95% Yr 5 U2B 50% NMS 97% 80% of students achieving at or above school based year level benchmarks
Improve the outcomes for all students in Mathematics	
Actions	Targets
Use data to plan and implement effective teaching strategies	100% of teachers use data to plan for the range of students in their class
Implement and monitor a consistent whole school approach to classroom maths pedagogy incorporating the four proficiencies	100% of teachers
Engage all students with problem solving and reasoning.	Yr 3 U2B 45% Yr 5 U2B 36% LOA C or above >80%
Deepen teacher knowledge, expertise and delivery of the Australian Curriculum	
Actions	Targets
Provide release time for all teaching staff to engage in planning and differentiation with sector HOC	100% of teachers released
Design and implement an observation (WOW) and feedback cycle targeting school priorities	60% of teachers involved
Build student's assessment literacy	85%LOA c and above English maths science

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	947	471	476	62	90%
2016	966	486	480	70	91%
2017	940	457	483	63	91%

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

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

Some characteristics of the student body include:

- Approximately 22% of the student population were born overseas and nearly 30% of the student population identify as having a language background other than English.
- 3.5% of the student population received intensive English support by attending the Intensive English Class.
- 6.7% of the student population is Indigenous.
- 5.3% of the population were refugees.
- 41 students had a verified disability

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	23	23	24
Year 4 – Year 6	25	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Curriculum Intent:



At Labrador State School, curriculum is aligned with the Whole School Curriculum, Assessment and Reporting Plan and the P-12 Curriculum, Assessment and Reporting Framework.

Planning is aligned to the Australian Curriculum which is underpinned by the seven General Capabilities - Literacy, Numeracy, ICTs, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding and the three Cross Curricular Priorities – Asia and Australia's engagement with Asia, Sustainability and Aboriginal and Torres Strait Islander Perspectives.

For English, Maths, Science, Technology and HASS, we plan by backward mapping from C2C assessment tasks, which are Australian Curriculum quality assured. A process of aligning C2C assessment tasks and GTMJ's to Australian Curriculum achievement standards and content descriptions is performed, then learning sequences are planned to ensure the demands of the assessment are taught.

For HPE and The Arts, Queensland Curriculum units are used to plan teaching and learning sequences and assessments.

Teacher capacity is built in the areas expressed in the Explicit Improvement Agenda and aligned to the Professional Standards for Teachers through a coaching and feedback model.

Assessment:

Assessment at Labrador State School 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

A schedule of assessment, including diagnostic, formative and summative assessment, is set out in our 'Labstats' document, with deadlines for performing assessments and targets to achieve for students in each year level.

Co-curricular Activities

Our distinctive co-curricular and extra-curricular offerings include:

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

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.

iPad Innovation classes (Labyox) 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.

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 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 highlights for the year were a week's transition of year 6 and 7 students into high school, instrumental music excellence days and sporting programs.

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

- Chess club – four district competitions were attended by club members

- Robotics club
- Coding Club
- Homework club for refugee and international students organised by the Multicultural Families Organisation.
- Homework club for indigenous students

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, Information and Communication Technologies (ICT) are used in every classroom and across each subject area as a tool for learning.

Working Digitally: OneSchool was used extensively for reporting and record keeping as well as planning curriculum units of work. Communications with the community were via fortnightly electronic newsletters, website, Facebook, QSchools and QParents and apps.

Bring your own Device (BYoD) classes enabled a range of tools for learning to be used as we move into the eLearning culture of the 21st Century.

Enabling Learners: ICT was integrated into curriculum units in differing contexts, with students having the opportunity to use a range of technologies in learning, understanding, designing, demonstrating and problem solving. Differentiated tasks enabled students to demonstrate their learning and understanding in a variety of modes, including through the use of digital media. Teachers and students in some classes explored the opportunity to share their learning and collaborate through blog and discussion forums in secure online environments.

A dedicated teacher of Digital and Design Technologies was employed to support the implementation of the Design and Digital Technologies Curriculum and build the capacity of teachers.

Harnessing the Enterprise Platform: Every classroom and learning space makes the most of our wireless environment. With the wide range of digital accessories available to students, it is commonplace to see students utilising multi-media in their designs and creations. The range of technologies offered include iPads, desktops, robots and 3D printers.

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 2017 school opinion survey data: Percentage of students who agree that:

- They feel safe at their school - 87.4%
- This is a good school -94.5%

Teachers treat students fairly at their school -86.8% •

- They like being at this school -90.3%

Percentage of parent/caregivers who agree that:

- Their child feels safe at this school -95.7%
- This is a good school -91.1%

•Teachers treat students fairly at their school –91.1% •Student behaviour is well managed at this school –93.5% •Their child likes being at this school –93.6%

Across the school we have a variety of programs designed to help build the well-being and resilience of students. In 201 this included access to the local Men's Shed, Team Up / Drumbeat with the PCYC as well as Mental Health Week, Bullying No Way Day and RUOK day. We acknowledge our ethnic diversity through Harmony Day activities and celebrating NAIDOC with the whole school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	96%	93%
this is a good school (S2035)	96%	96%	91%
their child likes being at this school* (S2001)	98%	98%	94%
their child feels safe at this school* (S2002)	94%	99%	96%
their child's learning needs are being met at this school* (S2003)	93%	92%	89%
their child is making good progress at this school* (S2004)	91%	94%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	94%
teachers at this school motivate their child to learn* (S2007)	93%	96%	93%
teachers at this school treat students fairly* (S2008)	94%	98%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	94%
this school works with them to support their child's learning* (S2010)	96%	98%	91%
this school takes parents' opinions seriously* (S2011)	98%	92%	81%
student behaviour is well managed at this school* (S2012)	95%	95%	93%
this school looks for ways to improve* (S2013)	98%	97%	91%
this school is well maintained* (S2014)	96%	99%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	98%	96%
they like being at their school* (S2036)	100%	98%	90%
they feel safe at their school* (S2037)	99%	98%	87%
their teachers motivate them to learn* (S2038)	97%	98%	94%
their teachers expect them to do their best* (S2039)	99%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	94%
teachers treat students fairly at their school* (S2041)	96%	94%	87%
they can talk to their teachers about their concerns* (S2042)	94%	88%	84%
their school takes students' opinions seriously* (S2043)	98%	95%	87%
student behaviour is well managed at their school* (S2044)	87%	93%	70%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their school looks for ways to improve* (S2045)	100%	98%	96%
their school is well maintained* (S2046)	99%	98%	92%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	99%	100%	88%
they feel that their school is a safe place in which to work (S2070)	100%	100%	92%
they receive useful feedback about their work at their school (S2071)	95%	94%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	90%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	92%
student behaviour is well managed at their school (S2074)	99%	99%	67%
staff are well supported at their school (S2075)	96%	96%	65%
their school takes staff opinions seriously (S2076)	93%	94%	65%
their school looks for ways to improve (S2077)	100%	100%	83%
their school is well maintained (S2078)	92%	87%	89%
their school gives them opportunities to do interesting things (S2079)	96%	95%	81%

* 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

Parents/Caregivers and the broader community play a vital role in supporting successful learning outcomes for our children. We believe that meaningful and focused partnerships between our school, parents, students and the community can deliver powerful student learning and outcomes

Below are some of the strategies and programs that ensure there is a commitment to engage with our parents and community to work together to maximise student learning outcomes.

Family Support – Parent Room, Kids Matter

Facebook and website

Parent involvement in Sports Days, Under 8's Day, Box Car

Music showcase evenings

Before school Reading

BBC

Digital communication tools – Class Tree, Class Dojo, Seasaw

Beginning Preps BBQ and meet the teacher afternoons

Parent Interviews and Reporting student progress.

P & C meetings

Class Open Days – Tech Open Day (for parents)

Utilising and engaging with the local community is another priority for Labrador School.

Riding for the Disabled – funded by the local Lions groups (Runaway Bay)

Broadwater Early Year Network

Partnership NASHOS – ANZAC Day and Lighthorse Museum

Story Dogs

Southport High and Griffith University partnerships

Good Start Early childcare visit – reading buddies

Men's Shed

PCYC groups – Drum Beat

Labrador State School has as SEP unit which is accessed by all Students with Disabilities and also provides a safe and familiar environment for students requiring extra support. All students have individualised learning programs in the form of a Personalised Learning Plan. This plan outlines the adjustments and strategies for each individual student. These are regularly reviewed. Parents are consulted in this process with regular contact made with the student's case manager. Students engage in extra activities such as Riding for the Disabled, Music Therapy (provided by a Registered Music Therapist), Story Dogs and Life and Social skills programs

Respectful relationships programs

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

- weekly behaviour/values discussions on assembly to the whole school
- explicit teaching of a Social and Emotion Learning Curriculum through our KidsMatter program
- Targeted sessions with different grades including outside agencies where appropriate - PCYC, CYMHS
- 'Free to Be' program delivered annually by CYMHS to Year 6 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 behaviour is at risk

- Chaplaincy support for students and programs

- Parent Support Worker – parenting programs, child youth mental health support, counselling and confidential advice and support
- Engagement of trained teacher to develop and deliver personal development sessions.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	50	38	45
Long Suspensions – 11 to 20 days	2	3	1
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Due to 10 classes being air conditioned, there was an increase in our overall electricity usage. This was offset by ensuring that air conditioners were set to a recommended level (24 degrees Celsius). Power saving practices including using fans over air



conditioners and not having classroom lights on at all times further reduced our consumption rate. The pool uses solar energy for heating and D Block has a photovoltaic system installed on the roof.

Water leaks were immediately addressed to ensure that the school used only what was necessary. Taps were fitted with new washers as part of minimizing water loss around the school. Tank water was used to irrigate the vegetable garden and compost was further used to improve soil quality in the same area.

The school engages with Visy paper recycling and all classrooms and office spaces engage with the program. Further waste reduction occurs through the Eco Warriors program with food scraps used for composting a worm farm in use for soil improvement and recycling bins used across the campus for ink cartridges, mobile phones, batteries, plastics and tin cans.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	258,019	4,916
2015-2016	222,961	3,608
2016-2017	254,391	3,014

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	74	35	0
Full-time Equivalents	67	24	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	2
Bachelor degree	58
Diploma	12
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 professional development in 2017 were \$ 29101

The major professional development initiatives are as follows:

- Alignment of the Australian Curriculum- all teaching P-6 teaching staff
- Early Start data- Prep/ Year 1 teachers
- Age Appropriate Pedagogies- Prep teachers
-

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.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	91%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

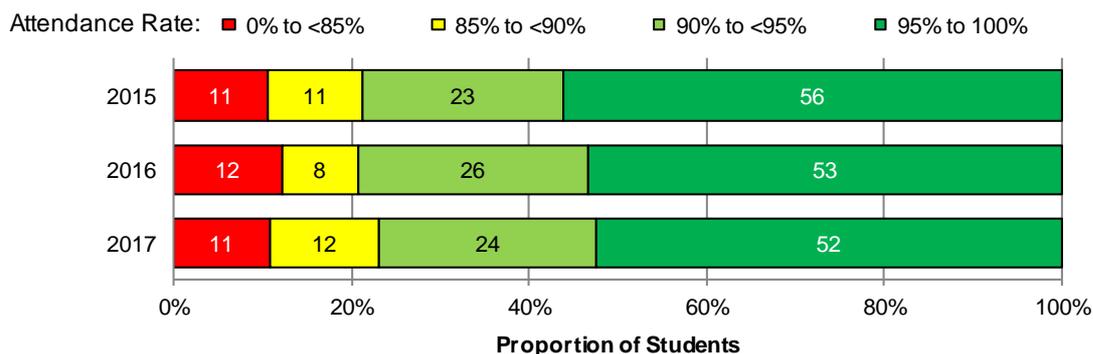
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	93%	94%	93%	95%	95%	94%						
2016	93%	94%	93%	94%	93%	95%	94%						
2017	93%	92%	94%	92%	93%	94%	93%						

*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 at Labrador State School in line with the DET policies, SMSPR- 029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Classroom teachers, using an electronic roll marking system, mark rolls twice per day – in the morning and in the afternoon directly after the lunch break. A same morning SMS message is sent to families of children absent without explanation. 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 the SMS system, phoning the Office, sending an email or sending a note the following day.

If a pattern of absenteeism is reported, the Principal or Deputy Principal makes a phone call to the parent requesting explanation. If this continues, then the formal process as outlined in Education Queensland policy is initiated.

Students who arrive at school after the roll is marked in the morning are marked as "Late" arrivals. If a student arrives late repeatedly, parents are contacted by Administration to encourage them to ensure their child arrives at school on time. The Guidance Officer and Parent Support Worker have been utilised to assist families who are having difficulty in getting students to school. A reward system is implemented in some year levels rewarding exemplary attendance. Preventative health measures such as systematic hand sanitising in all classrooms is in place.

NAPLAN

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

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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

