Introduction

Hello and welcome to Labrador State School's 2014 School Annual Report. This document provides evidence about our goal to maintain and strengthen quality educational programs for children at Labrador State School.

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.

Labrador State School is in the business of learning.

It is our intention to have an aura of learning; a pulsating, energetic, passionate, enthusiastic bubble; ever expanding and influencing people. This aura of learning surrounds our vision; ‘Learning for life – together’ providing a force field; ever guarding and protecting the developing culture. We strive for all our students to have a strong sense of belonging.

Our explicit improvement agenda drives our commitment to be on a constant and never-ending improvement cycle.

Our school is focused on improving student performance in Reading. Our school is also focused on embedding quality differentiation practices into the classroom.

Other priority areas of development include:

- Attendance (average attendance and improving the percentage of students who are <85%)
- Promote a Culture of Learning (Particularly lifting numeracy standards in each student)
- Implementation of the Australian Curriculum – English, Maths, Science, History, Geography
- Strengthen Community Partnerships
- Health and well being of students, staff and parents
- Building higher order thinking skills in students

I trust you will enjoy reading our 2014 School Annual Report.

Brian Ragh
Principal
Commander in Chief of the Labrador Fleet
School progress towards its goals in 2014

During 2014, Labrador State School targeted reading and differentiated learning. A whole school approach for systematic and explicit teaching of reading is being developed that is evidence based and uses research-based teaching practices. Teachers understand and are using effective teaching methods, including explicit instruction to maximise student learning. This involves teachers placing a high priority on identifying and addressing the learning needs of individual students. Teachers closely monitor the progress of individuals, identifying learning difficulties and tailoring classroom activities to the levels of readiness and need.

The following information provides data to highlight the successes and work to be done in certain areas to improve student-learning outcomes when compared to the state and to the nation.

Table: 1

2014 NAPLAN Performance Measures Summarised for Labrador State School (0443)

For All Students

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>Level</th>
<th>Max n</th>
<th>Mean</th>
<th>Top 2 Band %</th>
<th>NMS %</th>
<th>Mean</th>
<th>Top 2 Band %</th>
<th>NMS %</th>
<th>Mean</th>
<th>Top 2 Band %</th>
<th>NMS %</th>
<th>Mean</th>
<th>Top 2 Band %</th>
<th>NMS %</th>
<th>Mean</th>
<th>Top 2 Band %</th>
<th>NMS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>5</td>
<td>3</td>
<td>418.3</td>
<td>46.2</td>
<td>93.5</td>
<td>402.2</td>
<td>39.1</td>
<td>98.9</td>
<td>411.8</td>
<td>43.7</td>
<td>92.7</td>
<td>406.5</td>
<td>49.9</td>
<td>93.6</td>
<td>401.8</td>
<td>36.2</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td>Queensland</td>
<td>3</td>
<td>6</td>
<td>499.4</td>
<td>42.1</td>
<td>93.4</td>
<td>390.4</td>
<td>31.8</td>
<td>93.1</td>
<td>406.5</td>
<td>36.7</td>
<td>92.1</td>
<td>421.2</td>
<td>48.1</td>
<td>93.8</td>
<td>393.4</td>
<td>31.9</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>3</td>
<td>489.3</td>
<td>32.2</td>
<td>92.8</td>
<td>457.3</td>
<td>12.9</td>
<td>87.4</td>
<td>489.5</td>
<td>28.5</td>
<td>92.7</td>
<td>500.5</td>
<td>35.1</td>
<td>92.7</td>
<td>481.7</td>
<td>32.9</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>3</td>
<td>541.6</td>
<td>20.4</td>
<td>94.4</td>
<td>903.4</td>
<td>13.9</td>
<td>95.8</td>
<td>538.4</td>
<td>29.2</td>
<td>91.5</td>
<td>543.6</td>
<td>27.3</td>
<td>95.3</td>
<td>543.6</td>
<td>27.3</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>Laboratory State School (0443)</td>
<td>5</td>
<td>3</td>
<td>499.2</td>
<td>21.8</td>
<td>93.3</td>
<td>451.0</td>
<td>8.3</td>
<td>92.9</td>
<td>500.8</td>
<td>25.8</td>
<td>92.8</td>
<td>511.3</td>
<td>23.1</td>
<td>93.5</td>
<td>492.2</td>
<td>16.8</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>3</td>
<td>543.0</td>
<td>22.7</td>
<td>77.3</td>
<td>484.1</td>
<td>9.1</td>
<td>85.8</td>
<td>542.4</td>
<td>27.3</td>
<td>77.7</td>
<td>532.0</td>
<td>27.3</td>
<td>92.9</td>
<td>547.8</td>
<td>22.7</td>
<td>88.4</td>
<td></td>
</tr>
</tbody>
</table>

Please Note: The NAPLAN scores in 2014 were influenced by the percentage of students in our Intensive English Centre who are learning to speak, read and write English as an additional language or dialect. This is an excellent program that caters for the many refugee students on the Gold Coast who have no or limited English skills. The students in year 3, 5 and 7 who are in the Intensive English Centre (IEC) are still expected to participate in the NAPLAN testing program. There were 5.9% of year 3 IEC students in the cohort. There were 11.4% of year 5 IEC students in the cohort. There were 22.7% of year 7 IEC students in the cohort. The red in NMS% for year 3, 5 and 7 is not a true indication of the quality learning outcomes that achieved at our school.

Table: 2

2014 NAPLAN National Minimum Standards by Strand for Year 3 Test

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>G &amp; P</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labrador SS as published</td>
<td>88.2</td>
<td>90.4</td>
<td>89</td>
<td>89</td>
<td>88.1</td>
</tr>
<tr>
<td>State Schools</td>
<td>90.5</td>
<td>92.3</td>
<td>92.5</td>
<td>92.5</td>
<td>93.2</td>
</tr>
<tr>
<td>National</td>
<td>93.6</td>
<td>93.8</td>
<td>92.8</td>
<td>93.5</td>
<td>94.7</td>
</tr>
<tr>
<td>Labrador SS with adjustment</td>
<td>94.1</td>
<td>94.1</td>
<td>94.1</td>
<td>94.1</td>
<td>94.1</td>
</tr>
</tbody>
</table>

2014 NAPLAN National Minimum Standards by Strand for Year 5 Test

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>G &amp; P</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labrador SS as published</td>
<td>83.3</td>
<td>79.2</td>
<td>86.6</td>
<td>83.5</td>
<td>80</td>
</tr>
<tr>
<td>State Schools</td>
<td>89.7</td>
<td>82.9</td>
<td>89.7</td>
<td>89.3</td>
<td>90</td>
</tr>
<tr>
<td>National</td>
<td>92.9</td>
<td>90.3</td>
<td>92.8</td>
<td>92.9</td>
<td>93.3</td>
</tr>
<tr>
<td>Labrador SS with adjustment</td>
<td>94.7</td>
<td>91.7</td>
<td>97.2</td>
<td>94.9</td>
<td>91.6</td>
</tr>
</tbody>
</table>

2014 NAPLAN National Minimum Standards by Strand for Year 7 Test

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>G &amp; P</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labrador SS as published</td>
<td>77.3</td>
<td>63.8</td>
<td>77.3</td>
<td>68.2</td>
<td>86.4</td>
</tr>
<tr>
<td>State Schools</td>
<td>92.2</td>
<td>83.2</td>
<td>88.5</td>
<td>88</td>
<td>93.7</td>
</tr>
<tr>
<td>National</td>
<td>94.8</td>
<td>88.5</td>
<td>92.5</td>
<td>92.7</td>
<td>95.2</td>
</tr>
<tr>
<td>Labrador SS with adjustment</td>
<td>95.9</td>
<td>94.9</td>
<td>95.9</td>
<td>95.9</td>
<td>95.9</td>
</tr>
</tbody>
</table>
Table: 3
The Headline Indicators (Published 8 Dec. 2014) below are colour coded. Green indicates a strength, which means our school has done well in this category. Orange indicates a possible area to monitor for further improvement and red means an indication that this area requires attention or explanation.

Labrador State School continued to focus on Respect, Unity, Trust, Pride and Diversity in 2014. We have created an environment that is safe, supportive and disciplined and that acknowledged:

- 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

Table: 4
Table 4 on the previous page demonstrates the importance our school places on encouraging positive behaviours in students. The School Discipline Audit in 2014 reinforced the high standards and high expectation that were evident at Labrador SS.

Commendations:

• In 2013 the Principal led a consultative process with all parents, staff members and students resulting in the documentation of a comprehensive Responsible Behaviour Plan for Students (RBPS). The plan is explicit, detailed, grounded in research, evidence based and is available to all parents on the school’s website. At enrolment, the Principal explains the content of the RBPS to parents and carers.
• The Principal and other school leaders clearly articulate their belief that reliable data on student behaviour is crucial to achieving a safe, supportive and disciplined learning environment. There are significant examples of how data is used to optimise organisational arrangements, resulting in improved behavioural outcomes.
• The school behaviour expectations of Respect, Unity, Trust, Pride and Diversity are highly visible throughout the school, are known by all staff members, parents and students, and form a basis for all behavioural conversations.
• The school has developed and maintained extensive links with families, local businesses, and government and community agencies with the express purpose of maintaining student engagement with learning.
• The school has been involved as a Flying Start trial school with seventy-five per cent of Year 7 students transitioning to high school this year. The school is to be commended for the strong behaviour, curriculum and pedagogical links they have made with the Southport education precinct.

Affirmations:

• Many teachers are recording incidents of positive behaviour and student assembly awards in OneSchool.
• A range of social and emotional wellbeing programs are being delivered across the school and in year level cohorts.
• A significant number of teachers have been trained in Team Teach processes, which provides a common language and clear processes for behaviour support with individuals and small groups. Two staff members have become Team Teach trainers to ensure ongoing consistency of practice.
• Attendance is a priority focus for school leaders and teachers, tracked through OneSchool.

Recommendations:

• Continue to routinely review the RBPS through a consultative process involving staff members, students and parents. Ensure all stakeholders know and consistently support the processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences.
• Develop a school wide protocol for entering incidents of positive learning behaviour and outstanding student achievements in OneSchool.
• Continue to develop the skills of parents by maintaining the delivery of a range of high quality evidence based training and information on effective behaviour strategies.
• Maintain strong ongoing partnerships with families, local businesses, government agencies and community organisations, with the express purpose of improving student engagement.
• Continue to use the extensive OneSchool behaviour database to identify strategies that are effective or ineffective in managing the behaviours of individual students and apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.
• Develop a program of professional development, to ensure behaviour processes are consistently applied across the school. The profile training that was positively received by teachers may form part of the professional development.
**Future outlook**

**Our Vision**: “Learning for Life – Together” sets our focus in 2015 on “Learning, Leading, Loving Literacy @ Labrador.” We believe Literacy is our key - with it...doors will open. Raising the literacy standard of each and every child is our goal. By 2017, Labrador will be a Leader in Literacy.

**Our Purpose**:

Ensuring every child is learning and achieving within a safe, supportive, tolerant, inclusive and disciplined learning environment.

**We Value**:

**Our People** - Empowering determination and diligence in our people to ensure a strong sense of belonging through relationships based on respect, trust, unity and valuing pride and diversity.

**Our Supportive Learning Culture** - Fostering a learning environment that is safe, respectful, tolerant, inclusive and which promotes intellectual rigour.

**Our Teamwork** - Building a professional team of people by encouraging the development of a collegial and self-reflective culture.

**Innovation** - Recognising and cultivating innovative practices for better outcomes for students.

**Growth** - Working efficiently and effectively, with high expectations of each other, our services and our students in order to improve outcomes.

**2015 Explicit Improvement Agenda**

Our school is focused on improving student performance in **Reading**.

**We are specifically targeting:**

- The Big 6 – Oral Language, Phonological and Phonemic Awareness, Phonics, Comprehension, Vocabulary, Fluency
- Literacy Across the Curriculum and Literacy Moments
- Metalinguistic practices, sight words, word attack skills in Prep.
- Word attack skills, sight words, vocabulary and fluency in Years 1 and 2.
- Reading Comprehension based on Sheena Cameron's research in Years 3 -6
- Strive Vocabulary P-6
- Library – Promoting, engaging and supporting reading with students, teachers and parents
- New reader to independent reader in the Intensive English Classes catering for EALD students from Year 1 – 6.
- English as a Second Language AVT Support
- Leveled literacy intervention across Prep to Year 2
- P-2 Before School Reading
- Early Years Home Reading, Middle Years Home Reading
- Get Real Reading in Year 2,3,4 and 5.
- Coaching, mentoring and professional development of teachers in best practice for reading instruction
- Implementation of the Fountas and Pinnell Benchmark Assessment System P-2, 3-6.
- Whole school reading program P-6
- Web based learning and ICT applications to improve reading
- Parent and Community Education through the Parent Ready Reader Program
- Unify Project – Gifted and Talented Focus
- Special Education Plan – Students with Disabilities C2Cs Adjusted Programs –English
- Individual Learning Plans for students below National Minimum Standards for reading
- Monthly data analysis and monitoring by teachers of student progress in reading

Our school is also focused on embedding quality differentiation practices into the classroom. Differentiation is ensuring that every student is engaged and learning successfully.

**We are specifically targeting:**

- The use of data on the achievements, progress, strengths and weaknesses of individual students to make judgments about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities. All classroom teachers to use class dashboard on OneSchool each term to monitor student-learning needs. To support teachers in differentiation a Teacher Adjustment Support Document has been implemented.

**Priority Areas of Development**

- Attendance (Specifically improving the percentage of students with attendance less than 85% and those students over 95%)
- Promote a Culture of Learning (Particularly lifting numeracy standards in each student – number and problem solving) (Numeracy Across the Curriculum, Numeracy Moments)
- Implementation of the Australian Curriculum – English, Maths, Science, History, Geography
- Strengthen Community Partnerships
- Health and well being of students and staff
- Building higher order thinking skills in students
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>987</td>
<td>456</td>
<td>531</td>
<td>90%</td>
</tr>
<tr>
<td>2013</td>
<td>911</td>
<td>447</td>
<td>464</td>
<td>87%</td>
</tr>
<tr>
<td>2014</td>
<td>937</td>
<td>460</td>
<td>477</td>
<td>88%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

- Labrador State School is a diverse, multicultural school.
- Our school has over 45 nationalities represented in the student body.
- Labrador State School is a low to middle socio-economic area.
- 29% of the student population was born overseas.
- 53% of student population had English as a Second Language background.
- 5% of student population received intensive English support by attending the Intensive English Class.
- 23% of student population had a Pacific Islander background.
- 6.1% of the student population was indigenous.
- 4.3% of the student population was a refugee.
- The school’s Special Education Program supported 3.8% of student’s population.
- 94.5% of students receive a satisfactory or better on their report card for effort.
- 77% of students receive a C or better on their report card for either English, mathematics or science.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>25</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>
School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>23</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>8</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

* Exclusion is an abbreviated title, which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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 years 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 (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 behavior modification.

The Supa Kids 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.

The Kitchen Garden Project involves students growing vegetables and herbs in beds to sell to the tuckshop and public.

ELAPSE is a targeted program in the upper years to teach students about team work and cooperation.
Menshed 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 4-7 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 is 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.

Active School Travel Program encourages students to walk, ride their scooter, skateboard or bicycle to school. This is a partnership between our school and Gold Coast City Council.

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.

The Special Education Program is a distinctive program, which gives support to students with disability and assists classroom teachers in the development and delivery of the students’ educational programs. The program is an integrated approach where students with a disability spend most of their learning with their peers in the classroom.

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 2014 students were involved in house carnivals for swimming, athletics and touch football.

Dodgers Touch Football Competition

During the touch season boys and girls play in a touch competition on a Thursday night. Mr. McCann our school’s deputy principal coordinates this.

How Information and Communication Technologies are used to assist learning

Labrador State School is committed to an eLearning culture through creating a school where ICT is an essential part of learning for all staff and students as well as community members. Teachers use digital pedagogy and are committed to developing the knowledge and ability to use ICT purposefully. They plan to develop students’ digital literacies, the use of digital resources, tools and environments and plan learning experiences within units of work where ICT is used purposefully. Annually ICT resources are upgraded to ensure students are provided access to the latest technology. Access to online learning resources is upgraded and expanded. Virtual classrooms and edstudios continue to be developed to provide 24/7 learning access. Wireless connectivity is now established across the school and tablet devices are used in all classrooms. Labrador SS also has been operating a trial for Bring Your Own Devices over the past 3 years and boasts a fleet of close to 140 personally owned devices complimenting the near 300 school owned iPads. This trial will convert to a BYOx policy implemented in full from 2016 whereby all students in Year 2 - 6 are encouraged to participate and will be grouped together in iPad classes. We are committed to build the expertise of staff and parents in technology to assist learning and to provide opportunities for our students to utilise 21 Century technologies to improve their learning outcomes.
Social Climate

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 2014 school opinion survey data:

**Percentage of students who agree that:**

- They feel safe at their school - 96%
- This is a good school – 97%
- Teachers treat students fairly at their school – 97%
- Student behaviour is well managed at this school – 94%
- They like being at this school – 100%

**Percentage of parent/caregivers who agree that:**

- Their child feels safe at this school – 96%
- This is a good school – 97%
- Teachers treat students fairly at their school – 95%
- Student behaviour is well managed at this school – 93%
- Their child likes being at this school – 95%

**Parent, student and staff satisfaction with the school**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>95%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>92%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>97%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>100%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>92%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>97%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>95%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>95%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>92%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>95%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>100%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>
### Performance measure

**Percentage of parent/caregivers who agree**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>97%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>90%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of students who agree**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>98%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>98%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>93%</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>100%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>87%</td>
<td>92%</td>
<td>97%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>83%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>78%</td>
<td>81%</td>
<td>94%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>97%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>99%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>96%</td>
<td>99%</td>
<td>98%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of school staff who agree**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>92%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>92%</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>90%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>92%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>92%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>92%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>90%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>92%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>92%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>91%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>88%</td>
<td>99%</td>
<td></td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

• Parents are actively encouraged to participate in their child’s learning.
• Our school has an active 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 support group, 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, celebrations, and sporting activities.
• Communication with parents occurs face-to-face, class newsletters, via Dojo, emails and attendance at class meetings.

Reducing the school’s environmental footprint

• Labrador State School works to reduce, reuse and recycle wherever practically possible. Labrador State School is a Gold Coast City Council Active Travel School which promotes walking, riding your scooter or bike. Our goal is to reduce the reliance on cars.
• The use of ICT and interactive whiteboards aims to reduce the use of photocopying. The school recycles paper, cardboard, aluminium cans, plastic, printer toner cartridges, mobile phones and batteries.
• Food scraps are collected and composted and used to support the school worm farms.
• Tanks are installed for water recycling.
• Solar panels operate to feed electricity into the grid and the pool is heated using solar energy.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>188,619</td>
<td>2,878</td>
</tr>
<tr>
<td>2012-2013</td>
<td>217,421</td>
<td>2,343</td>
</tr>
<tr>
<td>2013-2014</td>
<td>332,436</td>
<td>2,522</td>
</tr>
</tbody>
</table>

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school’s environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition

<table>
<thead>
<tr>
<th>Headcounts</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>22</td>
<td>0</td>
</tr>
</tbody>
</table>
Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>13</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>54</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $32 882.

The major professional development initiatives are as follows:

- The Big 6 – Oral Language, Phonological Awareness, Phonics, Vocabulary Knowledge, Text Comprehension
- Australian Curriculum Delivery – English, Mathematics, Science, History and Geography
- Pause! Prompt! Praise! Methodology
- Decoding Skills – Consistent Practice Across the School
- Team Teach
- Team Building
- Data Analysis – A deeper conversation
- Instructional Coaching
- Collegial Coaching
- Understanding Autistic Spectrum Disorder
- Understanding English as an additional language or dialect
- Learning Lounge

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, the school for the entire 2014 school year retained 100% of staff.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.
Where it says ‘Search by school name’, type in the name of the school 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 given access to the school’s My School entry webpage.

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

**Performance of our students**

**Key student outcomes**

**Student attendance**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>96%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

**Student attendance distribution**

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>11</td>
<td>10</td>
<td>26</td>
<td>54</td>
</tr>
<tr>
<td>* 2013</td>
<td>13</td>
<td>13</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td>2012</td>
<td>14</td>
<td>13</td>
<td>28</td>
<td>44</td>
</tr>
</tbody>
</table>

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.*
Non-attendance is managed in state schools in line with the DETE 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. All management of non attendance is done by implementing our school’s Attendance Policy.

Attendance Policy

Our purpose:
Ensuring every child is learning and achieving within a safe, supportive, tolerant, inclusive and well-disciplined learning environment.

Rationale
Our attendance policy promotes five key messages:

1. All children should be enrolled at school and attend on every school day.
2. The school staff should monitor, communicate and implement strategies to improve regular school attendance.
3. Truancy can place a student in unsafe situations and poor attendance results in student’s missing out on important learning, missing out on friendships and affecting the child’s self-esteem and sense of belonging.
4. Attendance at school is the responsibility of everyone in the community.

Responsibilities
School responsibilities:
- Clearly articulate to parents and carers the expectations regarding attendance for students.
- Contact parents and carers as soon as possible if the school is concerned about the child’s attendance.
- Ensure non-attendance is managed in line with the DETE 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 in the morning session and after lunch.

Student responsibilities:
- Attend school regularly, on time and ready to learn.
- Strive to achieve 94% or better for attendance.

Parent responsibilities:
- Inform the school of the reason for your child’s absence.
- Let the school know if there are any problems that may affect your child’s ability to attend school.
**Strategies**

At Labrador State School we promote 100% attendance by:

- The Principal interviewing each new parent and stressing the importance of his/her child coming to school.
- Using OneSchool to track student attendance data on a weekly basis. If there are concerns or unexplained absences this is followed up with a face-to-face conversation, a text, a telephone call to the parent, a letter home or a home visit.
- Employing an attendance officer who monitors students' attendance who follows up unexplained absences of 3 consecutive days or more and students who have attendance less than 85%.
- The Chaplain, Guidance Officer, HOSES, Deputy Principal or the Principal will monitor and support students who are at risk by having regular conversations with them and their families.
- The Principal, or class teacher and the student setting monthly attendance goals
- Teachers, on a weekly basis, having conversations with students, issuing class awards and viewing class OneSchool Attendance Dashboard data.
- Tracking student attendance data weekly to monitor those students whose attendance is less than 85%
- Awarding certificates to students each term who have an attendance rate equal to or greater than 95%
- Communicating attendance data and information to the school community through meetings, parades, newsletters, emails and website.
- Implementing quality teaching and learning experiences in the classroom.
- Monitoring and tracking of unexplained absences.
- Rewarding students, who have 95% or better attendance as of week 8 Term 4, with the opportunity to win prizes donated to the school by local businesses that are supporting L.S.S. attendance initiatives.
- Acknowledging students who have attendance of 100% at the end of the year by issuing a gold medal to the student to celebrate this outstanding achievement for attendance.

**Responses to absences**

At Labrador State School, we are committed to achieving the following targets in improving attendance:

- An overall attendance figure of 94% or greater
- The Attendance Headline Indicator shows average attendance for the year to be green in colour, which means our school average attendance is greater than 92.2%
- The gap in attendance between Indigenous and Non Indigenous students to be less than 2.5%
- The Attendance Headline Indicator for less than 85% attendance is green in colour
- 50% of the students who attend school do so for more than 95% of the time
- 30% of the students who attend school do so for 90 to 95% of the time
- 15% of the students who attend school do so for 85 to 90% of the time
- 5% of the students who attend school do so for less than 85% of the time
When a student is absent without explanation for 3 days or a pattern of absences has been identified, Labrador State School will take the following actions:

- The attendance officer shall call the parent to seek the reason why the child was away. If the Attendance Officer is unable to contact the parent a letter will be sent home seeking an explanation why the child is absent from school.

At Labrador State School the consequences or impact of unexplained or unauthorised absences might include the following:

- A telephone call, text, letter home, face to face conversation or a home visit with the parent seeking explanation for the unexplained absences and planning to rectify the situation through support
- If the child's attendance is a concern a meeting will be arranged with the parent either at school or at home to talk through the problem and find ways to resolve the situation through support and guidance.
- If the child's attendance is a concern a formal letter/letters will be sent home to the parent from the Principal. At every 5 weeks interval (Week 5 and 10 of each term) students of parents who have attendance less than 85% will be sent a letter informing them of the importance of regular attendance of students at school.
- If unexplained attendance continues to be a problem the student will not be invited to a disco and could miss out on participating in end of year celebrations.
- If a student is involved in an enrichment/leadership program and his/her attendance is poor and unexplained by the parent, the child will be dropped from the program. This includes programs like school sport, leadership, instrumental music and choir.

**Reporting and monitoring attendance**

At Labrador State School reports of absence or truanting are taken seriously. Students, parents, members of community and school staff may report an absence in the following ways:

- Use the school telephone message service by calling 56650333 and pressing 1 to leave a message stating the child’s name, class and reason for the absence.
- Email the school admin@labradorss.eq.edu.au or the teacher and state your child's name, class and the reason for the absence.
- A note to the teacher explaining the reason for their child being absent
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Search by school name

Search by suburb, town or postcode

Sector: Government

Non-government

SEARCH

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.

Achievement – Closing the Gap

- Indigenous Attendance = 91%
  Non Indigenous Attendance = 93.7%
  Attendance Gap is 2.7%

The data below represents less than 5 students in the cohort.

- Four Year 3 Indigenous students participated in the 2014 Naplan Testing Program.
- Three Year 5 Indigenous students participated in the 2014 Naplan Testing Program.
- Year 3 Gap in Mean Scale Score for Reading Indigenous/Non Indigenous comparison was -11
- Year 5 Gap in Mean Scale Score for Numeracy Indigenous/Non Indigenous comparison 81
- Year 3 Gap in Mean Scale Score for Reading Indigenous/Non Indigenous comparison 1
- Year 5 Gap in Mean Scale Score for Numeracy Indigenous/Non Indigenous comparison 46