



Labrador State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

Contact information

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Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

School overview

Inspiring minds, nurturing children, creating futures of choice. Labrador State School was officially opened in 1921. The school is situated on the Central Gold Coast and is the gateway to some of the best beaches and waterways in the world.

Labrador State School provides its 800 plus students with a quality education that focusses on literacy, numeracy and developing the whole child through academic, musical and sporting pursuits. Labrador State School is EQI accredited and is located only two blocks from the tranquil waters of the Broadwater where we enjoy a coastal lifestyle with kilometres of beaches and surf.

Our school has the following points of difference that separate us from other schools:

- School based mental health worker
- Junior and Senior School choir
- Band
- Instrumental music
- Kidsmatter mental health framework.
- The option of Ipad classes in Years 2 to 6
- Student leadership positions, School Captains, Sporting Captains, Peer leaders
- A high standard of school grounds and facilities including a pool and resource centre
- Two dedicated Mac computer labs
- Garden project

Furthermore, our school has the following key personnel to support students and provide a high standard of quality pastoral care and focussed learning:

- Deputy Principal P to 2
- Deputy Principal Year 3 and 4
- Deputy Principal Year 5 and 6
- Head of Special Education Services
- Head of Curriculum
- Full time Guidance Officer
- Specialist ICT and STEM teacher
- Chaplain one day a week
- On site school based parent support worker

Our school motto, Of One Accord, is best defined as:

If a number of people do something with one accord, they do it together or at the same time, because they agree about what should be done.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	940	893	872
Girls	457	437	425
Boys	483	456	447
Indigenous	63	51	50
Enrolment continuity (Feb. – Nov.)	91%	91%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	24	23	22
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Co-curricular activities

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

The Before School Reading Program - older students, teachers and volunteers listen and support younger students to read.

iPad Innovation classes have been successfully implemented in year 2, 3, 4, 5 and 6 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 framework program teaching positive mental health and wellbeing.

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 to support student in the playground.

Men's shed - a partnership with a group of retired men who wish to help students engage in their learning and develop social skills through hands on woodwork and metal work.

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 5 and 6 are selected as peer leaders to support students out in the playground and run school parades.

Student Council - Representatives from each class in Years 3-6 are selected. These students meet regularly to coordinate fundraising events and support initiatives for school improvement.

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

Library Activities – our library is open at lunch time for students to participate in a range of literacy competitions and opportunities to read literature and play mentally stimulating 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 who have recently arrived in Australia and are learning English. All students who wish to access the IEC must enrol in the school.

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 (Under 8s Day) is special celebration held each year to recognize the importance of Early Years Education. Students from Prep to Year 2 participate in a fun, filled, wide variety of activities. You haven't been to an Under 8s Day until you have experienced one at Labrador SS.

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 visit our school and work with teachers and students.

Instrumental music excellence days and sporting programs.

ANZAC DAY - Each year Labrador State School holds a moving ANZAC Day Service in the school 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. The school has an important relationship with the National Servicemen Association.

Box Cars – Each year students design and develop a box car that they then use to compete in a running race, this celebrates the Gold Coast.

Colour Run – In 2018 our P and C held its inaugural Colour Run, the day was so successful that one is planned for 2019.

Extra curricular activities - Labrador offers a diverse range of extracurricular 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.

STEAM club.

Homework club organised by the Multicultural Families Organisation.

Music/Instrumental Music - Labrador offers an extensive music program with students involved in classroom music, choir, string 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 and 6 are selected to compete in interschool sport in soccer, rugby league and netball.

Students are divided into three houses that compete in Athletics and Cross Country carnivals with the best performers going onto District and Regional competition.

Swimming – with a pool onsite our school is able to provide swimming lessons in Term 1 and 4 each.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Our school has a reputation as a happy, friendly and 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

To support these rights Labrador State School implemented the following rules in 2018:

I am Respectful

I am a Learner

I am Safe

The school community get together each week on assembly where student and staff recommit to the school prayer and anti-bullying and anti-violence pledge.

Our students are encouraged to use the Hi Five strategy when dealing with challenges with their peers and to report any issues or concerns to the duty teacher or their classroom teacher.

Student wellbeing is also supported by the following staff:

- Three Deputy Principals
- Child Youth Mental Health Worker – Unique to Labrador State School
- Chaplain
- Guidance Officer

Students are provided with the opportunity to represent the school in a variety of leadership positions, academic and sporting pursuits.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	93%	96%	94%
• this is a good school (S2035)	91%	96%	94%
• their child likes being at this school* (S2001)	94%	93%	92%
• their child feels safe at this school* (S2002)	96%	95%	90%
• their child's learning needs are being met at this school* (S2003)	89%	93%	89%
• their child is making good progress at this school* (S2004)	91%	96%	95%
• teachers at this school expect their child to do his or her best* (S2005)	91%	99%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	96%	91%
• teachers at this school motivate their child to learn* (S2007)	93%	96%	93%
• teachers at this school treat students fairly* (S2008)	91%	96%	93%
• they can talk to their child's teachers about their concerns* (S2009)	94%	95%	91%
• this school works with them to support their child's learning* (S2010)	91%	92%	92%
• this school takes parents' opinions seriously* (S2011)	81%	91%	95%
• student behaviour is well managed at this school* (S2012)	93%	85%	83%
• this school looks for ways to improve* (S2013)	91%	94%	91%
• this school is well maintained* (S2014)	94%	95%	93%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
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* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	96%	99%	94%
• they like being at their school* (S2036)	90%	95%	96%
• they feel safe at their school* (S2037)	87%	97%	94%
• their teachers motivate them to learn* (S2038)	94%	98%	95%
• their teachers expect them to do their best* (S2039)	96%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	95%
• teachers treat students fairly at their school* (S2041)	87%	94%	89%
• they can talk to their teachers about their concerns* (S2042)	84%	92%	89%
• their school takes students' opinions seriously* (S2043)	87%	92%	95%
• student behaviour is well managed at their school* (S2044)	70%	95%	85%
• their school looks for ways to improve* (S2045)	96%	99%	96%
• their school is well maintained* (S2046)	92%	94%	96%
• their school gives them opportunities to do interesting things* (S2047)	90%	95%	98%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	88%	96%	85%
• they feel that their school is a safe place in which to work (S2070)	92%	96%	89%
• they receive useful feedback about their work at their school (S2071)	71%	79%	75%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	86%	84%
• students are encouraged to do their best at their school (S2072)	97%	98%	98%
• students are treated fairly at their school (S2073)	92%	98%	80%
• student behaviour is well managed at their school (S2074)	67%	74%	58%
• staff are well supported at their school (S2075)	65%	84%	55%
• their school takes staff opinions seriously (S2076)	65%	82%	54%
• their school looks for ways to improve (S2077)	83%	96%	80%
• their school is well maintained (S2078)	89%	91%	86%
• their school gives them opportunities to do interesting things (S2079)	81%	88%	64%

Percentage of school staff who agree# that:	2017	2018	2019
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* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/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, Parent involvement in Sports Days, Under 8's Day, Box Car race, Music showcase evenings, Before school Reading, Brains Bodies and Confidence (BBC), meet the teacher afternoons, Parent Interviews and Reporting student progress.

Digital communication tools – Seasaw, facebook, email, newsletters.

P & C meetings - we have a small but active P and C that assists the school with fundraising and supporting the school and Principal to implement the strategic agenda and support the caring community culture.

Utilising and engaging with the local community is another priority for Labrador School. Key relationships include:

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 State School

Good Start Early childcare visit

Reading buddies with local schools

Men's Shed

PCYC groups – Drum Beat

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 education 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, local police officer.

Chaplain - Men's Shed program for students to develop social skills and connect with a mentor.

Chaplaincy support for students and programs

Parent Support Worker – parenting programs, child youth mental health support, counselling and confidential advise 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	45	59	36
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	254,391	229,527	225,313
Water (kL)	3,014	4,892	4,324

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	70	30	<5
Full-time equivalents	62	22	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	93%	93%	91%
Attendance rate for Indigenous** students at this school	91%	89%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

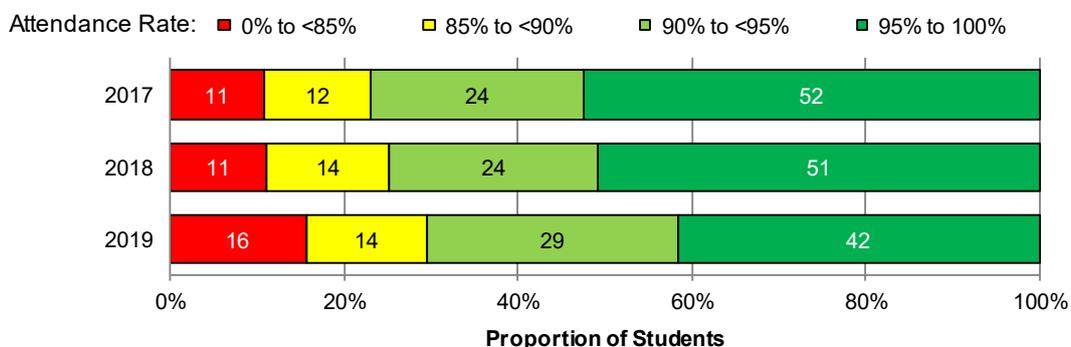
Year level	2017	2018	2019	Year level	2017	2018	2019
Prep	93%	91%	92%	Year 7			
Year 1	92%	91%	91%	Year 8			
Year 2	94%	92%	89%	Year 9			
Year 3	92%	93%	91%	Year 10			
Year 4	93%	93%	92%	Year 11			
Year 5	94%	94%	91%	Year 12			
Year 6	93%	94%	92%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector ▾

School type ▾

State ▾

🔍

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN ▾

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.