



Lundavra State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	Lienassie Road MS 492 Goondiwindi 4390
<b>Phone</b>	(07) 4676 4139
<b>Fax</b>	(07) 4676 4133
<b>Email</b>	principal@lundavrass.eq.edu.au
<b>Webpages</b>	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Rebecca Flick - Principal

# From the Principal

## School overview

Lundavra state school offers excellence in education through our up to date curriculum program and our extensive resources whilst maintaining the supporting nature only available at a small rural school. At Lundavra State School we are constantly striving for improved outcomes in all areas of schooling including curriculum, sports and the arts. Working in collaboration with the community and the Parents and Citizens association, Lundavra State School strives to constantly improve our school to continue to achieve our goal of Excellence in Education. We value learning and recognise that we are all life long learners with a responsibility to strive to achieve, contribute and grow with change. We respect ourselves and others and take responsibility for all of our actions. We all contribute to ensuring a safe, tolerant and disciplined environment where everyone can succeed in their goals and aspirations. We value collaboration and each other and understand the benefits of working together towards one common goal. Our motto is 'Success Crowns Effort. All students are encouraged to put in their maximum effort to allow them to succeed both at school and in all other areas of their lives.

## School progress towards its goals in 2018

Improvement Agenda	Actions	Progress
<b>Improve the teaching and learning of READING COMPREHENSION and VOCABULARY</b>	Provide staff with professional learning for guided reading groups/big 6 of reading.  Continue to refine and update Whole school reading program.  Targeted intervention for students below regional benchmarks.  Use of data to effectively track and monitor student progress.  Explicit vocabulary lessons timetabled.  Students rewarded for use of new vocabulary in lessons.	Staff completed Professional Development in Guided Reading and the Big 6 in reading.  In 2018, all students achieved regional reading benchmarks with all of year 5/6 students exceeding benchmarks.  Reading data is tracked and monitored to inform our teaching of reading.  Explicit vocabulary lessons have been successful across the P-6 cohort and a weekly lesson has meant students are using and exploring new vocabulary every week.
<b>Ensure all students access a balanced literacy program where at least 100 minutes is scheduled each day.</b>  <i>(Parameter 3: Daily Sustained Focus on Assessment and Instruction)" Putting Faces on the Data"</i>	"Every lesson involves ongoing formative assessment, which informs differentiated instruction." <i>Lyn Sharratt</i>  Balanced timetabled literacy program – includes daily guided, independent, shared and modelled reading and daily on demand writing and explicit targeted writing lessons.	Excellent progress to ensuring all students access a balanced literacy program. Each day students in P-2 do the "Super 7" which enables them to work through each element of the balanced literacy program. Results in writing and reading have increased across the school. A year 5 student who was "stuck" at a PM level 30 is now reading a PROBE 19 independently.

## Future outlook

In 2019, staff and students at Lundavra State School are looking to consolidate skills, strategies and processes developed in 2018. This consolidation phase is important part of embedding literacy teaching and learning.

Improvement Agenda	Actions/Targets	Timeline
<b>Consolidate the teaching and learning of READING COMPREHENSION and VOCABULARY</b>	Provide staff with refresher professional learning for guided reading groups/big 6 of reading. Targeted intervention for students below or at risk of not achieving regional benchmarks. Use of data to effectively track and monitor student progress. Explicit vocabulary lessons timetabled.	-Ongoing throughout the year
<b>Ensure all students access a balanced literacy program where at least 100 minutes is scheduled each day.</b> <i>(Parameter 3: Daily Sustained Focus on Assessment and Instruction) "Putting Faces on the Data"</i>	"Every lesson involves ongoing formative assessment, which informs differentiated instruction." <i>Lyn Sharratt</i> Balanced timetabled literacy program – includes daily guided, independent, shared and modelled reading and daily on demand writing and explicit targeted writing lessons.	-Ongoing throughout the year

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	10	9	14
Girls	5	5	6
Boys	5	4	8
Indigenous		1	1
Enrolment continuity (Feb. – Nov.)	89%	82%	75%

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 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Lundavra State School is a multi-age P-6 classroom in an isolated, rural setting. It is a one-teacher school with 2 teacher aides. Students come from the property on which the school is situated or from neighbouring properties. The majority of students come from 2-parent families who both work part time or full time. One fifth of the student population are students with EALD.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	10	11	11
Year 4 – Year 6			
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 delivery

### Our approach to curriculum delivery

At Lundavra State School we strive to deliver a well-rounded curriculum that caters to all students' abilities.

- Curriculum that aligns to the Australian Achievement Standards
- Adoption and adaption of the C2C resource
- All Key Learning Areas addressed
- A/B curriculum cycle delivered over 2 years
- Age appropriate pedagogies are used in junior school
- Weekly visiting music teacher

### Co-curricular activities

Lundavra State School prides itself on delivering innovative and engaging extra-curricular activities that range in variety. Throughout the year students, participate in the following.

- Interschool athletics carnivals
- Cultural events – NAIDOC at Cobb & Co Toowoomba
- Significant events E.g. ANZAC Day ceremony run by students
- Music events – Music Aviva, Goondiwindi Eisteddfod winners
- Community events – show display competition winners
- Arts and dancing lessons

### How information and communication technologies are used to assist learning

At Lundavra State School, each student has an individual laptop for everyday use. The junior school are learning about the technology, how to log on and how to use the Word program. They also use their laptops and iPads to access online apps and programs to consolidate their learning. The year 5/6 students use their individual laptops to access Technology lessons online.

## Social climate

### Overview

Lundavra State School provides a personalised and stimulating learning environment that fosters academic achievement and nurtures sporting, creative, moral and social development. Consideration is given to individual student needs and children are supported at all stages of their development by a dedicated, professional and caring staff. Students are encouraged to be responsible and respectful, with our 'Responsible Behaviour Plan' featuring a positive approach that aims to support the development of positive social and

interpersonal skills. Our school is responsive to community needs and we encourage families to participate actively in all aspects of school life. A hard working P&C Committee also support Lundavra State School.

## 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:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	86%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	86%
• this school works with them to support their child's learning* (S2010)	100%	100%	86%
• this school takes parents' opinions seriously* (S2011)	100%	100%	86%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	86%
• this school is well maintained* (S2014)	100%	100%	100%

\* 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:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	80%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

\* 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:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	75%
• they receive useful feedback about their work at their school (S2071)	83%	100%	50%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	83%	100%	100%
• student behaviour is well managed at their school (S2074)	83%	83%	100%
• staff are well supported at their school (S2075)	83%	100%	75%
• their school takes staff opinions seriously (S2076)	83%	100%	50%
• their school looks for ways to improve (S2077)	83%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	83%	100%	75%

\* 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

Lundavra State School both values and encourages parent involvement in their child's education. There is a strong sense of community, developed through a variety of opportunities for parent involvement, which is made available throughout the year. An active P & C Association meets termly and contributes to discussion and decisions about school issues. Parents are regularly informed about school policies and procedures, classroom structures, student progress, curriculum changes, special events and EQ initiatives. This information is shared through the weekly newsletter, P&C meetings, end of term culminations, parent teacher interviews and informal discussions in person or via phone or email. Regular sporting events provide another opportunity for parents to become involved in the life of our school. Parents are invited to attend the school cross-country, our 'small schools' athletics carnival, travel to 10 swimming lessons per year, and Family Library sessions which are held every Monday. Written reports are issued twice a year, with parent/teacher interviews offered in term 1 and 3. In addition, we operate an 'open door' policy with parents invited to make appointments to speak with teachers at any mutually convenient time. Each month parents are encouraged to visit the school to discuss their child's progress through a message in the school newsletter.

## Respectful relationships education programs

Respectful relationships programs are delivered through C2C Health lessons and is coupled with the support from staff modelling respectful relationships and the whole school Responsible Behaviour Plan.

## School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	2	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

Lundavra State School has installed solar panels and an upgrade from a 2KW inverter to a 8KW to reduce the school's environmental footprint. The school relies solely on rainwater, has a dam and tanks for collection, and pumps for distribution of water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	37	9,371	10,921
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon 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 at.

#### 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.

Find a school

Search website

Go

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
----------------	--------	------------	----------	----------------	------------------	-------------

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	2	4	<5
Full-time equivalents	2	2	<5

\*Teaching staff includes School Leaders.

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

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
Certificate	

\*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 2018 were \$10,594.02

The major professional development initiatives are as follows:

- Lyn Sharratt – Putting Faces on the data (LLCP)
- Leadership capability building
- Online professional development and subscriptions due to location
- The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 38% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	91%	86%	88%
Attendance rate for Indigenous** students at this school		DW	

\* 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	2016	2017	2018
Prep	80%	DW	85%
Year 1	85%	DW	DW
Year 2	DW	78%	DW
Year 3	97%	90%	DW
Year 4	94%	95%	90%
Year 5	DW	77%	98%
Year 6		93%	DW

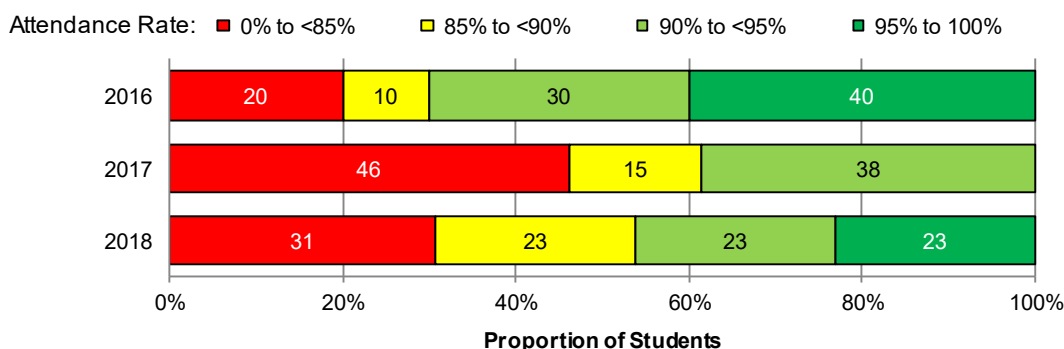
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Electronic rolls, or paper rolls if unable to access online, are marked twice a day; in the morning and afternoon to monitor attendance. Parents often call, email, text or write a note to ensure reasons for absences are understood by the school. Lundavra State School adopts the same day notification policy, whereby parents were contacted the same day of a student absence if a reason was not given prior to or in the morning. Unexplained absences are followed up by the classroom teacher, on the day, if no communication is received by a parent by 11.00am.

To increase attendance the following strategies were employed:

- Attendance data in newsletters
- Direct communication with parents if student attendance rates are low

## 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.

Find a school

Search website

Go

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.