



Lakes Creek State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Lakes Creek State School is set in five hectares of aesthetically pleasing grounds, beautiful gardens, large playing areas and well-maintained buildings. Lakes Creek endeavours to provide an engaging and diverse curriculum focusing on inclusivity, diversity, participation and life-long learning to enable students to participate successfully as informed citizens in a global society. Strong partnerships have been forged within the immediate school community and beyond. Building strong partnerships with parents recognizes that these partnerships enhance student learning. Our motto, 'Live through Learning', underpins our curriculum, teaching and learning and provides a base from which to launch strong and robust pedagogy. It is essential that all members of the school community become life-long learners, so we are all able to participate together in the learning journey. Recently we have also developed a new vision statement 'Quality Teaching, United Community'. This vision links in with our strong community focus as well as our continued effort to provide quality teaching. Students participate in Sporting and Instrumental Music Programs, Signing Choir, Drumming, Opti-Minds and many other engaging activities. The Parents and Citizens Association works tirelessly to support the school. A Guidance Officer and Chaplain also support students.

Principal's Forward

Introduction

Queensland schools annually publish information to parents about student and school performance. This report gives a snapshot of the Lakes Creek State School 2016 school year, outlining information about our school curriculum and goals, as well as detailing school achievements over the year. A hard copy of this document can be requested from the school office. Key information and data shared includes:

- 2016 Achievements
- Future Outlook
- Student Body Characteristics
- Attendance
- Social Climate
- Curriculum Delivery
- Opinion Surveys
- Environmental Footprint
- NAPLAN
- Workforce Composition

School Progress towards its goals in 2016

The school's Annual Implementation Plan (AIP) outlined a number of key focuses/goals for 2016. They focused around reading, writing and numeracy.

- Reading: The Sounds, Speech, Pictures program was implemented in the Prep class in 2016. Students used code mapping to help create words as well as read them.
- Writing: Students and teachers engaged in the 'Seven Steps to Writing Success' Program. Professional Development was provided to teaching staff with students engaged in explicit instruction lessons around persuasive and narrative texts. Staff also used the NAPLAN marking guide to mark pieces of writing with moderation occurring across cohorts and other schools.
- Numeracy: Students recall of number facts was supported through the development of rapid recall routine and Warm-Up resources that were delivered to students at the start of numeracy blocks and explicit instruction lessons. Teaching staff were provided professional development around the delivery of rapid recall routines and warm-ups with effective ways to deliver them modelled.

Future Outlook

In 2017, Lakes Creek State School will continue to work on improving all students levels of Literacy, particularly in reading. We will be looking at the continued implementation of the Sounds, Speech, Pictures program with the goal to have it present across all cohorts. The program will also be supported by a trained member of our teaching staff with that member delivering learning support to identified students as well as modelling the program in class. In Reading we will also be implementing the pedagogies developed by John Munro around the 'Reading Process'. Students will be taught about the three stages of the reading process:

- **Getting Knowledge Ready:** Students will think about what they already know about the topic of the text, predict what the text is going to be about and think of questions which the text might answer.
- **While Reading:** Students will visualise what they are reading, make connections between what they are reading and their own life, other texts, or things that are happening in the world, paraphrase what they are reading, ask questions about what they are reading, monitor their understanding and use "fix-up strategies" when meaning breaks down (for example, they re-read the sentence), work out the meaning of unknown words by using the context, make inferences – use clues in the text to "read between the lines" and determine the most important or main idea in a paragraph or whole text
- **After Reading:** Students will summarise the text, identify the author's purpose, respond to and evaluate the ideas in the text and review what they have learned from the text.

A reading program around Munro's reading process will be developed incorporating explicit instruction lessons as well as explicit instruction delivered by teachers within reading groups.

Another school focus is improving student social and emotional wellbeing. This will be done in a number of ways with the 'Positive Behaviours for Learning (PBL)' Framework underpinning all plans and processes undertaken. PBL is not a program. It is an organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students. PBL ensures that all students have the social and emotional skills needed to succeed in school and beyond. PBL assists schools to teach students expected social behaviours and, when implemented with integrity, it is an effective strategy for preventing school-based behaviour problems including violence and bullying. Teaching and supporting social behavioural skills creates student behavioural health and contributes to improving the effectiveness of academic support systems.

We will also be engaging students through participating in the Friday afternoon sports competitions run by Rockhampton District Sports. This will be used as an opportunity to reward students that are doing the right thing and encourage students to follow our school values of respect, responsibility. Students will also be supported by the presence of a Guidance Officer working in the school two days a week.

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	117	55	62	27	92%
2015*	123	56	67	34	87%
2016	127	59	68	32	89%

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

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

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

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

Characteristics of the Student Body

Overview

Lakes Creek State School is a small community focused school. It has a multicultural student body and values diversity. We have a high percentage of indigenous students as well as students that have learnt English as a second language (EALD). We also support the large number of students that have disabilities and learning difficulties at the school through learning support and special education teachers. At Lakes Creek State School we also pride Students generally come from the local area. There are a number of second and third generation families attending the school. The community takes pride in working with our small and supportive school

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	26	25	21
Year 4 – Year 7	22	27	27
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

The Lakes Creek P-6 State School Curriculum Plan outlines how the school addresses curriculum, pedagogy, assessment and reporting. It provides links between Department of Education, Training and Employment Queensland documents and school based programs and documents.

The school is committed to developing high teacher practices through professional development focusing on aspects of curriculum implementation and assessment and the incorporation of a proactive approach to planning and teaching. This is evidenced by the development of rigorous units, use of ICT and the implementation of the school pedagogical framework with a focus on Explicit Instruction and the incorporation of a variety of productive pedagogies within quality programs. The Lakes Creek P-6 State School Curriculum Plan is updated annually to reflect the current direction of curriculum, pedagogy, assessment and reporting within the school.

Lakes Creek State School embraces the school motto "Live through Learning" by being a small school making a BIG difference to the every child's education. With 109 enrolled students, Lakes Creek State School is the perfect size where all children are known by staff and all staff are known by the students. Our 4 values used across the school are: Be a Learner; Be Respectful; Be Responsible; and, Be Safe;

Lakes Creek State School curriculum is organized around the Key Learning Areas of English, Maths, Science, Technology, History, Geography, Health and Physical Educational, The Arts and LOTE. We implement the Australian Curriculum with our Whole School Curriculum Plan focused on meeting the Australian Curriculum Achievement standards for each year level. At Lakes Creek State School we use Curriculum to Classroom (C2C) as a resource to help students meet the appropriate achievement standards for their year level. LOTE is studied in years 5 and 6, with Japanese being the chosen language. Religious Instruction lessons are held on a weekly basis.

Lakes Creek State School's assessment policy is aligned to the P-12 curriculum, assessment and reporting framework. At Lakes Creek State School we believe that through assessment we are able to improve student learning. Assessment, whether formative, diagnostic or summative is used to promote, assist and improve learning through timely feedback that informs future teaching and learning, and builds students' confidence in their ability to learn. It provides data that can be communicated to a range of people about the progress and achievements of individual students or groups of students. Systems, principals, teachers, students and parents all use assessment information to plan and implement effective teaching and learning experiences, and as such, support improvements in student learning.

Co-curricular Activities

At Lakes Creek State School we believe in a well-rounded curriculum that gives students the opportunity to engage in a number of different co-curricular activities. We believe that students should be provided and engaged in co-curricular activities so that they come to school feeling happy and safe. In 2016 we provided the following co-curricular activities:

- Camps and Excursions – A program for students in Year 5-6
- Instrumental Music (strings)
- School-based Playgroup – held every Friday morning
- Celebration and participation in the ANZAC Day Services city march
- Drumming Circles
- School wide dance event 'Dancing Under the Stars'
- Athletics Sport Carnival
- Lego Club
- Coding Club

How Information and Communication Technologies are used to Assist Learning

We value the importance of ICT's at Lakes Creek State School and the role they will play in regards to future opportunities and employment. Our classes are equipped with Interactive Whiteboards with fleets of iPads available for all in classes for students to use to further enhance their learning. We have a computer lab which is regularly used in conjunction with the sciences, technology, engineering and mathematics programs. Students are regularly engaged in coding through student friendly platforms such as Blockly and Scratch. Coding has been incorporated in robotics as well as assessment pieces within our Whole School Curriculum Plan (WSCP).

Social Climate

Overview

Lakes Creek State School is proud of its reputation for being a welcoming and supportive school. Parents are invited and encouraged to be part of their child's educational experience by visiting and participating in their child's classroom and school events, including parade, attending Playgroup and sporting events. Parents are welcomed and encouraged to discuss their child's progress with their teacher on a regular basis with communication a priority between teachers and parents.

The school-based Chaplain adds a further dimension to our school along with the increased working fraction of the school based Guidance Officer, with the Chaplain and the Pastor from the local church, working together to provide lunch time experiences with LEGO Club. Students really enjoy constructing and problem-solving with the Lego equipment. Our School Guidance officer supports students through counselling with the number one priority helping students engage the school curriculum to their full potential.

Our school's Responsible Behaviour Plan includes information about the school's approach to preventing and responding to incidents of bullying including cyberbullying.

Parent, Student and Staff Satisfaction / Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	89%
this is a good school (S2035)	100%	100%	78%



Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	89%
their child's learning needs are being met at this school* (S2003)	100%	100%	89%
their child is making good progress at this school* (S2004)	100%	100%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	88%
teachers at this school motivate their child to learn* (S2007)	100%	100%	89%
teachers at this school treat students fairly* (S2008)	100%	100%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	78%
this school works with them to support their child's learning* (S2010)	100%	100%	89%
this school takes parents' opinions seriously* (S2011)	100%	100%	71%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	89%
this school is well maintained* (S2014)	75%	100%	89%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	85%	78%
they like being at their school* (S2036)	91%	81%	73%
they feel safe at their school* (S2037)	100%	96%	90%
their teachers motivate them to learn* (S2038)	94%	89%	90%
their teachers expect them to do their best* (S2039)	100%	96%	93%
their teachers provide them with useful feedback about their school work* (S2040)	97%	85%	87%
teachers treat students fairly at their school* (S2041)	100%	85%	71%
they can talk to their teachers about their concerns* (S2042)	91%	77%	80%
their school takes students' opinions seriously* (S2043)	100%	85%	66%
student behaviour is well managed at their school* (S2044)	88%	78%	71%
their school looks for ways to improve* (S2045)	97%	93%	80%
their school is well maintained* (S2046)	88%	88%	66%
their school gives them opportunities to do interesting things* (S2047)	91%	81%	73%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	100%	87%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	83%	100%	87%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	71%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	93%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	92%	92%	87%
staff are well supported at their school (S2075)	92%	92%	80%
their school takes staff opinions seriously (S2076)	85%	100%	100%
their school looks for ways to improve (S2077)	92%	100%	93%
their school is well maintained (S2078)	100%	100%	93%
their school gives them opportunities to do interesting things (S2079)	92%	92%	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.

Parent and community engagement

Parents are an integral part of their child's first learnings and subsequent education. Parents are welcomed and encouraged to participate in their child's education, by visiting and volunteering in classrooms. We also understand that social media is a growing form of communication therefore we have started using Facebook on a more consistent basis and have implemented a new form of communication through the ClassroomDojo application. We also use a same day absence notification system that sends text messages to parents encouraging them to notify reasons of absences.

At the beginning of the year, parents were invited to attend an Open Day. They were able to participate in their child's class routines to become familiar with the expectations of the classroom. Lakes Creek State School conducts a highly successful and very well-attended Playgroup each Friday morning. The convener organizes outstanding learning activities as well as guest speakers. Parents are kept well informed through phone calls and informal discussions of their child's progress at school. Our school P&C is a high functioning organization with a number of different funding grants approved in the effort to improve student outcomes.

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. The 'You Can Do It' program is used to develop student's social skills and is taught on a weekly basis. Positive Behaviors for Learning is also an important program in regards to developing healthy and respectful relationships.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	2	22
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Lakes Creek State School is educating students about sustainability and reducing its environmental footprint in a number of different ways. Lakes Creek State School reduced its impact on the environment by implementing the following strategies:

- Development of vegetable patch. Food grown in the vegetable patch will be organically grown and eaten by students with students learning about 'nude food'.
- Planting native plants throughout the school to celebrate 'Tree Planting' day.



- Students designed and developed a sustainable citrus orchard that will produce fruit for the school and reduce packaging through lunch boxes.
- Continued work on the schools worm farm. Students placed organic scraps into the worm farm and use the waste created by the farm on the garden.
- Ensured staff and students are reminded to switch off lights and fans when leaving a room.
- Students engaged in Science lessons outlining the alternative energy sources as well as how to reduce their impact on the environment.
- Continue to recycle paper waste through the local recycling program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	74,632	3,611
2014-2015	76,491	520
2015-2016	11,492	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	8	9	0
Full-time Equivalents	7	5	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	12
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$5500

The major professional development initiatives are as follows:

- Supporting Beginning Teachers with specific professional development programs that are supported by the mentoring beginning teachers program.
- School Visits to observe good practices (TRS payments)
- Seven Steps to Writing PD

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	85%	87%

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

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

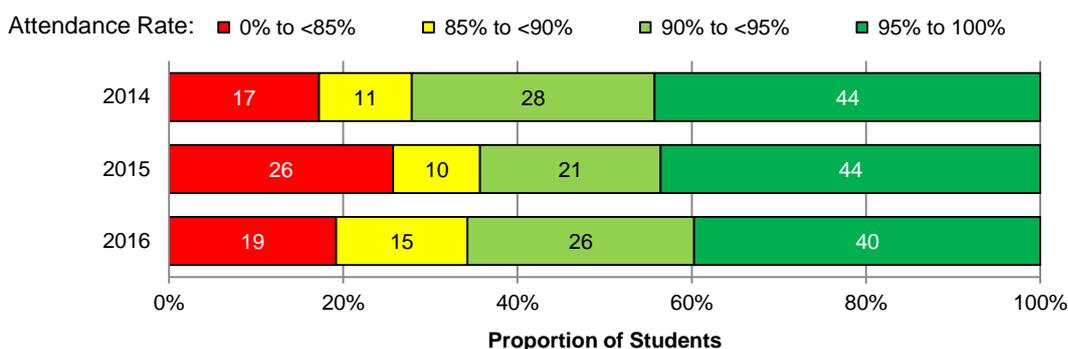
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	78%	90%	93%	87%	89%	94%	97%	92%					
2015	92%	87%	92%	92%	88%	91%	93%						
2016	92%	91%	91%	92%	93%	92%	89%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

We make 'every day count' at Lakes Creek State School with electronic role marking occurring and accurate attendance data collection encouraged and modelled. Student attendance is rewarded both individually and as a class group. Students attending 100% of the school week are rewarded with icy poles, while the best overall class attendance for the week rewarded with a perpetual trophy on parade. Attendance data for classes is regularly published in the school newsletter and is compared to our yearly goal. We have also recently started a same day absence notification system where students parents and carers sent text messages informing them that their child is not at school and asking them to contact the school for reason of absence.

NAPLAN



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

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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

