



Lakes Creek State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

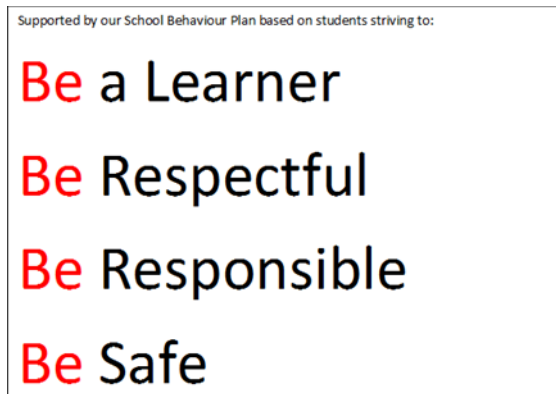
School overview

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 inclusion, 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. Students participate in Sporting and Instrumental Music Programs, an Friday Sfternoon School Sports Program, 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.

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.

Lakes Creek State School runs one of the largest Playgroup programs in the Rockhampton region where anything from 15-30 families attend every week. The very successful program invites the community to our school providing options for future Prep enrolments. The program is run by a long standing Teacher Aide who provides a termly plan for parents/care givers which is advertised on the "Lakes Creek State School Playgroup" Facebook page.

We also promote and encourage the school community to continually demonstrate the core values of being a learner, safe, respectful and responsible. These values have driven the development of the School Wide Positive Behaviours for Learning Policy, which focuses on acknowledging the positive behaviours of students and reteaching desired behaviours if they are not exhibited.



School progress towards its goals in 2018

The school experienced many success both academically and socially and emotionally last yea

- *Reading – Comprehension and Phonics*
- *Improved Student Behaviour through PBL and ESCM*
- *Support students with physical disabilities, learning difficulties and verified conditions*

[Reading – Comprehension and Phonics](#)

Targets:

- Year 3 to 5 Relative Gain greater than then the relative gain of the Nation and SQSS.
- Year 3 Cohort combined MSS for Reading above 380 mean scale score points.
- More than 80% of students at Lakes Creek State School achieving a C or better in English.

- 75% of Prep Student reading at an age appropriate level by the end of year and at the end of cluster 4 in the literacy continuum.
- All students achieving a 'years' worth of growth' in reading for the 2018 school year.

Improved Student Behaviour through PBL and ESCM

Targets:

- 2018 Whole School attendance +92%
- School Opinion Survey: Students responses and parent responses
 - o Student behaviour is well managed at my school 85% (Currently 72.5%)
 - o Student behaviour is well managed at this school 95% (Currently 84.2%)
- Reduce Major incidents a day from 2.28 to 1.5 incidents per day.
- Behaviour Data: Decrease in Major and Minor behaviour incidents, Increase in positive behaviour.
- Triangular Data for Whole School 75% in the green, 20% in the yellow, 5% or less in the red

Support students with physical disabilities, learning difficulties and verified conditions

Targets:

- All students on an individual Curriculum Plan ICPs are achieving a B standard or better on the A-E achievement scale
- All verified students have an ILP and Behaviour Profile for staff to refer too.
- A clear line of sight in regards to staff responsibility around verification processes.
- Students on flexible arrangements achieve an increased time in mainstream classes by the end of 2018

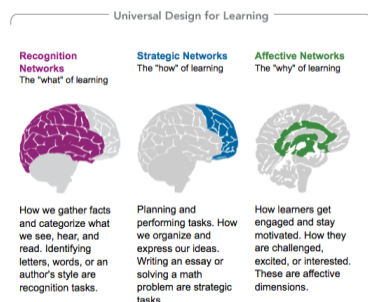
Future outlook

School Improvement Priorities for 2019

- ***Literacy and Curriculum Implementation – To develop teacher capabilities to deliver effective literacy pedagogies and effectively deliver the Whole School Curriculum Plan (WSCP)***
Collaboratively develop an improved understanding and definition of Individual Curriculum Plans (ICPs) and support process for Students with Disabilities. Have a shared understanding of the evidence gathering, referral and verification stages for potential SWD students as well as the pedagogies and practices that will best engage and support their learning needs.
- ***Increased support for SWDs and develop a better understanding of Inclusive Practices***
Collaboratively develop an improved understanding and definition of Individual Curriculum Plans (ICPs) and support process for Students with Disabilities. Have a shared understanding of the evidence gathering, referral and verification stages for potential SWD students as well as the pedagogies and practices that will best engage and support their learning needs.
- **Further foster students social and emotional wellbeing through continued PBL practices**

Improve student's outlook on school and their education by building positive relationships with staff, family and the greater community. Improve the school environment by implementing a number of PBL initiatives around Responsible Behaviour Plan and school infrastructure. Provide extra-curricular activities for students during and outside of school hours to engage them in their interests and foster a positive relationship with school.

Literacy and Curriculum – To develop teacher capabilities to deliver effective reading pedagogies and



effectively deliver the

Evidence:

- Active student data wall around reading performance
- Learning wall around the action plan in place
- GTMJ developed around learning walls with feedback given
- Draft copy of pedagogical framework done
- PD around John Munro delivered to staff
- Observation sheet collaboratively developed
- Observations occurring with feedback given
- Curriculum catch-up meetings occurring
- Visits and collaborations occurring
- Internal and external moderation
- Pedagogical Framework developed, shared and being implemented. Monitored through classroom observations
- Observations occurring with feedback given
- Curriculum catch-up meetings occurring
- Internal and external moderation
- Students assessment and diagnostic testing being added on OneSchool
- Observations occurring with feedback given
- Curriculum catch-up meetings occurring

Artefacts:

- Pedagogical Framework developed and visible
- GTMJ on learning walls at Lakes Creek State School
- Observation Feedback sheets developed collaboratively
- Students Assessment and diagnostic data on OneSchool
- An active data wall in staff meeting room
- Agenda for curriculum catch-ups

Targets:

- Year 3 to 5 Relative Gain greater than then the relative gain of the Nation and SQSS.
- Year 3 Cohort combined MSS for Reading above 400 mean scale score points.
- More than 80% of students at Lakes Creek State School achieving a C or better in English.
- 75% of Prep Students reading at an age appropriate level by the end of year and at the end of cluster 4 in the literacy continuum.
- All students achieving a 'years' worth of growth' in reading for the 2019 school year.

Continue to Develop Capabilities around Inclusive Practices

Evidence:

- Teachers implementing pedagogies to support SWD students in main stream classroom.
- All SWD students are being supported by SWD teacher in some capacity whether it's through learning support or project based learning.
- Engaged students through the intervention of Manual Arts, technology and the arts
- Agendas and minutes from SWD team meetings
- Learning Support and SWD Teacher timetables
- Endorsed student ICPS

Artefacts

- SEP Policy communicated and enacted upon (beginning of 2019)
- Bank of Assessments available in WSCP for ICP students
- Appropriate SWD pedagogies present in WSCP, pedagogical framework and SEP policy/guideline
- Data Wall of SWD and students identified
- Endorsed Student ICPs
- Learning Support and SWD Teacher timetables

Targets:

- Students that are accessing age appropriate curriculum are achieving a C or better by the end of Semester 1, 2019.
- Reduction in the amount of verified students on ICPs by the end of semester 1, 2019.

Further foster students' social and emotional wellbeing through continued PBL practices

Evidence:

- Students have participated in extra-curricular activities
- Increase in engaged students and calmer classrooms.
- Teachers and students are able to talk about the positive and engaging programs that are happening in the school.
- Meeting protocols based on the practices of HPT are in place across all committees especially PBL Team,

Artefacts:

- Updated 2019 RBP and SWPBL
- Behaviour Data Wall
- PBL Slideshows stored on G Drive
- Murals have been developed
- Positive newsletter stories
- School Budget

Targets:

- Major incidents per day down below two either on a weekly, monthly or yearly average.
- 100 positive phone calls made this year, 20 per class, at least one per student.
- School opinion survey
- Improved SET data (above 91%)
- A reduction in school disciplinary absences.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	127	103	102
Girls	59	45	47
Boys	68	58	55
Indigenous	32	24	33
Enrolment continuity (Feb. – Nov.)	89%	83%	90%

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

Lakes Creek State School is a small community focused school. It has a multicultural student body and values diversity with a focus on inclusive practices. We have a high percentage of indigenous students (31%) as well as students that have learnt English as a second language (EALD). We also support the large number of students that have disabilities (8%) and learning difficulties at the school through learning support and special education teachers. At Lakes Creek State School we take pride in enrolling local students, with a number of them second and third generation families attending the school. The community takes pride in working with our small and supportive school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	18	18
Year 4 – Year 6	27	21	24
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

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.

At Lakes Creek State School we believe that all students should be delivered the same curriculum opportunities regardless of disabilities or cultural background. To cater for a diverse cohort the school supports students through quality differentiated teaching practices with a specific focus on student learning styles and needs. This philosophy is in line with the 'Every Student Succeeding' and 'Inclusive Education' Policies developed by the DoE.

Our plan to support students with disability and promote inclusive education will:

- ensure teachers have the support and training they need
- respect and embrace parents and families as partners in their children's education
- work with schools to reduce the use of planned restrictive practices
- make sure students with disability are included and welcomed in every state school.

We will measure the success of our plan by:

- improving the A-E performance for students with disability
- increasing the proportion of students with disability receiving a Queensland Certificate of Education
- decreasing the proportion of students with disability receiving a school disciplinary absence
- reducing the number of students with disability not attending a full-time program.

The school utilises the Universal Design for Learning (UDL) Framework to support all students meeting their potential and achieving to a high standard. UDL is a framework for instruction based on three principles that guides the design and development of curriculum that can accommodate individual learning differences.

These principles are based on providing multiple means of:

- Representation - giving learners different ways of acquiring information, knowledge and skills
- Action and Expression - encouraging students to use different ways of demonstrating what they know
- Engagement - tapping into learners' interests, challenging and motivating them to learn (Rose & Meyer, 2002).

UDL guides the design of learning goals, materials, methods, and assessment with the diversity of learners in mind. UDL emphasises equal access to curriculum by all students.

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 102 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.

To support student transitions into Primary School, Lakes Creek State School runs the 'Step into Prep' program every second semester with parents and future students engaged in fun learning games (underpinned by the Abecedarian Approach). The school values the program as it provides a positive start to school and leads to a greater and ongoing connection with school which is linked to positive educational and social outcomes. Children who have a positive start to school are more likely to regard school as an important place, have high expectations regarding their ability to learn and succeed at school with better attendance, achievement and attainment.

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

Students also participated in the A2B program run by the school Chaplain. This program focused on

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 now equipped with interactive panels 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). Students have also engaged in movie making in the form of Claymation and green screening. Our school extends and re-engages students through a drones program where students are developing codes for flight patterns and engineering modifications to improve drone performance.

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 schools approach to preventing and responding to incidents of bullying including cyberbullying.

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)	89%	100%	91%
• this is a good school (S2035)	78%	84%	100%
• their child likes being at this school* (S2001)	100%	95%	82%
• their child feels safe at this school* (S2002)	89%	95%	91%
• their child's learning needs are being met at this school* (S2003)	89%	100%	82%
• their child is making good progress at this school* (S2004)	89%	95%	91%
• teachers at this school expect their child to do his or her best* (S2005)	89%	95%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%	82%
• teachers at this school motivate their child to learn* (S2007)	89%	100%	73%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	88%	89%	64%
• they can talk to their child's teachers about their concerns* (S2009)	78%	100%	100%
• this school works with them to support their child's learning* (S2010)	89%	95%	100%
• this school takes parents' opinions seriously* (S2011)	71%	95%	91%
• student behaviour is well managed at this school* (S2012)	100%	84%	82%
• this school looks for ways to improve* (S2013)	89%	100%	91%
• this school is well maintained* (S2014)	89%	89%	82%

* 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)	78%	92%	91%
• they like being at their school* (S2036)	73%	79%	86%
• they feel safe at their school* (S2037)	90%	87%	86%
• their teachers motivate them to learn* (S2038)	90%	78%	86%
• their teachers expect them to do their best* (S2039)	93%	89%	89%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	76%	86%
• teachers treat students fairly at their school* (S2041)	71%	79%	78%
• they can talk to their teachers about their concerns* (S2042)	80%	76%	83%
• their school takes students' opinions seriously* (S2043)	66%	78%	86%
• student behaviour is well managed at their school* (S2044)	71%	72%	72%
• their school looks for ways to improve* (S2045)	80%	89%	83%
• their school is well maintained* (S2046)	66%	87%	86%
• their school gives them opportunities to do interesting things* (S2047)	73%	89%	89%

* 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)	87%	88%	93%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	100%
• they receive useful feedback about their work at their school (S2071)	87%	100%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	100%
• students are encouraged to do their best at their school (S2072)	93%	94%	100%
• students are treated fairly at their school (S2073)	100%	94%	100%
• student behaviour is well managed at their school (S2074)	87%	88%	93%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	80%	88%	93%
• their school takes staff opinions seriously (S2076)	100%	88%	87%
• their school looks for ways to improve (S2077)	93%	94%	100%
• their school is well maintained (S2078)	93%	81%	93%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	93%

* 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.

Being a PBL school, we have also mandated that each class hold a celebration inviting parents coming into the class. We have seen students run art galleries, provide morning tea and engage in physical activity with a parents vs the students sporting contest. We also encourage parents to attend our awards ceremony through personal initiation as well as engage the Lakes Creek community into the arts by putting on a 'Dancing Under the Stars' night.

Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. The 'Zones of Regulations' 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. Weekly behavior data is analyzed to identify negative trends with the goal to reteach desired behaviors. The Lakes Creek State School 'Hi 5' also drives the agenda of keeping our hands and feet to ourselves and resolving conflict in a calm manner. The school does not tolerate serious physical misconduct with students engaging in violence towards others placed on a behavior contract monitoring positive behaviors and a number of different intervals of the day.

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	8	12	<5
Full-time equivalents	7	7	<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	
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 \$15,500

The major professional development initiatives are as follows:

- Working in CoP's based around curriculum and inclusion (\$2000)
- Teacher Planning and Moderation Days (\$7000)
- Positive Behaviours for Learning Modules (\$1500)
- providing professional development to all teacher in regards to supporting students with disabilities (\$5,000 of Investing for Success Funding)

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.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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%	90%	91%
Attendance rate for Indigenous** students at this school	87%	82%	84%

* 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

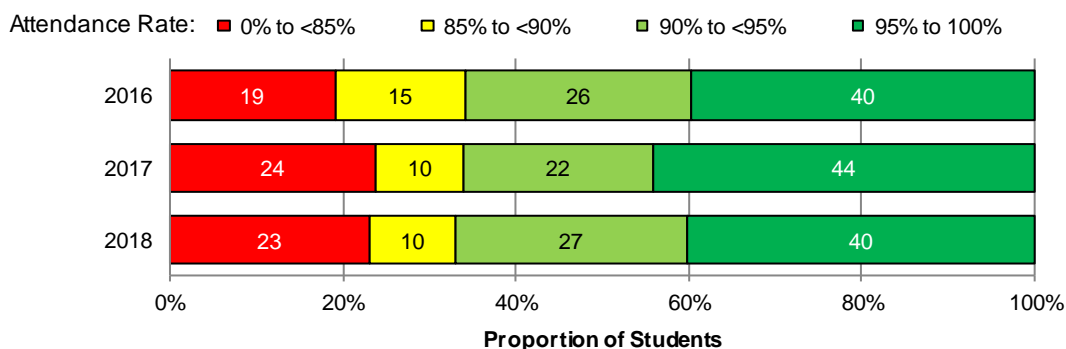
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	87%	89%	Year 7		100%	
Year 1	91%	89%	93%	Year 8			
Year 2	91%	90%	93%	Year 9			
Year 3	92%	90%	92%	Year 10			
Year 4	93%	88%	90%	Year 11			
Year 5	92%	93%	90%	Year 12			
Year 6	89%	94%	90%				

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.

Non-attendance is managed in state schools in line with the 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.

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 also use 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.

In line with the School Wide Positive Behaviors for Learning Policy, students are also awarded a green day if both attendance and school values are shown. Students that receive 40 green days out of a 50 day term are rewarded with an invite to our PBL rewards day. The school also monitors absences that are 3 days or longer and phones families to find out reasons for long absences as well as offering support to make 'Every Day Count'

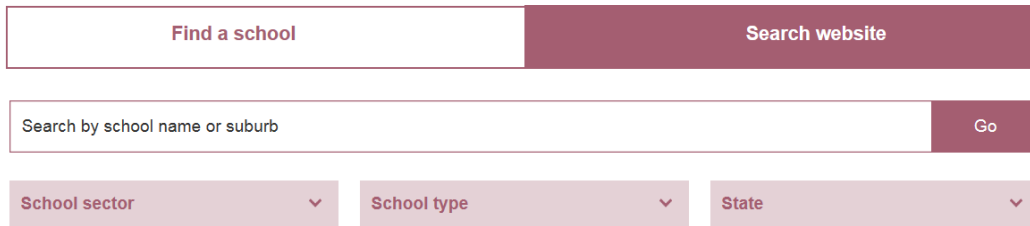
NAPLAN

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

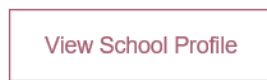
1. Click on the *My School* link <http://www.myschool.edu.au/>.

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



The search interface consists of a top bar with two buttons: 'Find a school' and 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a 'Go' button. At the bottom, there are three dropdown menus labeled 'School sector', 'School type', and 'State'.

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



A rectangular button with the text 'View School Profile'.

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



A horizontal navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and '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.