

Queensland State School Reporting – 2011

Lakes Creek State School (0067)



Postal address	445 Paterson Street, Lakes Creek Rockhampton North 4701
Phone	(07) 4932 6333
Fax	(07) 4926 2139
Email	the.principal@lakecreess.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Mrs. Lea Ryan - Principal

Principal's foreword

Introduction

The School Annual Report is published to provide parents with information pertaining to the performance of both students and the school. It examines the school's progress towards its goals for the year and the outlook for the future. Lakes Creek State School has a long and proud history, spanning some 140 years of quality education to the residents of the local area.

As Principal, I am very proud of the quality work that students and staff display and the progress they have made and as such, it is my pleasure to provide you with the School Annual Report – 2011. The report is available from both the school Office and on our website at www.lakecreess.eq.edu.au. If you require any further information; please contact the school by phoning 49326333.

School progress towards its goals in 2011

The following key goals are in line with a review of systemic and school-based data:

- Preparation for the successful implementation of the Australian Curriculum and C2C through quality Professional Development
- Improvement in Literacy and Numeracy outcomes
- Improving NAPLAN data through direct teaching and examination of data
- Implementation of dedicated Literacy and Numeracy Blocks
- Improvement in Reading and Reading Comprehension outcomes
- Gifted and Talented Program formulation and implementation
- Reducing the gap in outcomes for indigenous students



Queensland State School Reporting – 2011

Lakes Creek State School (0067)



*Overall, pleasing progress has been demonstrated in most areas. Intensive preparation for the Australian Curriculum with regular visits from the Regional Turn-a-Round Team and planned meetings with individual, small group and whole of staff, has seen a highly successful implementation of both the Australian Curriculum and C2C. Teachers began 2012, with a high level of knowledge and understanding in both areas.

*Year 3 and Year 7 NAPLAN data showed considerable improvement, especially in the Year 3 area. Intensive work is needed in the Year 4 and 5 area to reach the intended goals.

*Literacy and Numeracy Blocks were implemented across the school, using the whole – part – whole methodology and proved to be a very successful strategy.

*The CARS and STARS Program was implemented across the school to improve reading comprehension. The school 'Data Wall' told the story of a successful strategy, well implemented. This will continue to be used in 2012.

The Principal and Head of Curriculum have worked with the Turn-a-Round team and the Principal Education Officer: School Improvement to progress the efficiency of data use and how it can inform future intervention and programming.

Future outlook

After reviewing the progress of the school against the desired outcomes and systemic and local requirements, the following are the Key Priorities that are identified in the Annual Implementation Plan 2012:

Key priorities for 2012:

- Implementation of School Improvement Agenda
- Implementation of ACARA and C2C
- High quality teaching (pedagogy) focused on the achievement of every student
- Literacy (Reading and Reading Comprehension – Inferential) & Numeracy
- On-going development of school and community partnerships
- Pedagogical practices around deep learning – focus area
- High quality teaching (pedagogy) focused on the achievement of every student
- Literacy (Reading and Reading Comprehension – Inferential) & Numeracy
- Closing the Gap



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
181	87	94	88%

Characteristics of the student body:

Lakes Creek State School is located on the eastern end of the Berserker Ranges in an older, well established area of Rockhampton. School numbers are declining, as it is an older area and there are no new housing subdivisions planned. Some students are the fourth generation of their families who have attended Lakes Creek.

Students are drawn from both town and rural areas and come from a broad range of socio-economic backgrounds.

24.3% of students have English as a Second Language

19.04% are of Aboriginal and/or Torres Strait Islander

There are a small number of South Sea Islander students.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	22
Year 4 – Year 7	26.3
All Classes	23.6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	20
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

A diverse range of curriculum offerings are available to students at Lakes Creek State School. Designed to recognize each child's learning styles and maximize their learning outcomes these offerings include:

- Dedicated Literacy and Numeracy Blocks across the school
- Membership of Earth Smart Schools (promoting sustainability)
- Participation and membership of the Solar Schools program – photovoltaic cells are mounted on B Block's roof to harness solar energy – successful submission will see another 37 cells installed in 2012
- Active membership of the Indigenous Coalition of Schools
- Indigenous Focus School
- Weekly Music and Physical Education lessons
- Multi-age classes
- New Resource Centre (SMART – Students Moving Ahead in Reading and Technology) which houses the Library collections, Dedicated Computer Lab and Interactive White Board
- The Regional English as a Second Language Hub is based at Lakes Creek and houses the Regional ESL Resource Collection
- Behaviour Programs – Extended Learning Room
- Intervention Programs – to assist students in reaching their full potential
- English as a Second Language Programs
- Library skills lessons
- Sporting Programs, including both school-based and Interschool
- A Leadership Program for aspiring leaders in Years 5, 6 and 7
- Gifted Education Program
- Languages Other Than English LOTE – Japanese

Extra curricula activities Arts Council performances

- Camps and Excursions – A program for students in Years 4 to 7
- Instrumental Music (strings)
- School-based Playgroup – held every Friday morning
- Extension Literacy Group
- Celebration of the Indigenous Culture – culminating in NAIDOC Day
- Gifted students are catered for with a school based extension program and differentiated classroom programs
- Opti-Minds participation – Honours, three years in a row

How Information and Communication Technologies are used to assist learning

The use of digital pedagogies including computers, Interactive White Boards, and other ICT devices is embedded across the curriculum at Lakes Creek. Every day in every classroom, students use digital technology in their learning as a matter of course and they have an understanding of the benefits of this resource, for example – students use IWB's as a learning tool, completing activities, recording their morning messages, engaging in Ed Studios as a whole class, using the green room to edit animation projects for classroom assessment, whole-class and small groups lessons on reading to name but a few. Students also use digital cameras, Flip cameras and video cameras to record class and sporting activities.

At Lakes Creek:

- All classrooms are connected to the internet and have a laser printer per teaching block
- Teachers in all classrooms use IWB's as effective teaching and learning tools
- The SMART and Staff Rooms have wireless connectivity
- The SMART is the home of the Green Room for animation and editing projects
- Other portable devices support teachers in their curriculum delivery
- The SMART houses a new Computer lab and there is another smaller lab in The Hive
- Teachers and their classes regularly access Ed Studios and The Learning Place.

Our school at a glance

Social climate

Lakes Creek State School has worked purposefully to develop, maintain and promote a highly supportive and productive learning environment. This is a long term process and continues to be at the forefront of our endeavours.

The Responsible Behaviour Plan presents a clear picture and outlines the guidelines and expectations of behaviour for our school and how our school responds to any issues which may arise. Reports of bullying are not taken lightly and are immediately actioned by the Principal and the Social Justice and Behaviour Team. If necessary, referrals are made to the Guidance Officer and the Chaplain. Discussions with both parties are made an outcome decided upon. Incidences are recorded on One School.

The Social Justice and Behaviour Team works with students to ensure that the school's behavioural expectations are met. Contact with parents is made on a regular basis to inform them of any concerns or issues that may have arisen and how together, a positive outcome can be achieved.

Teachers also make contact with parents to inform them of positive behaviour that their child is displaying. Above and Beyond Awards are presented on parade weekly, together with Student of the Week Awards.

On the School Opinion Survey, Parents indicated that 91.7% were satisfied with their safety of their child at school, while 86.8% of students and 100% of staff felt safe at Lakes Creek. 81.6% of students said that they were happy to go to this school, while 83.3% of Parents registered their satisfaction that Lakes Creek is a good school. Despite this, parents and students were not satisfied with the behaviour of students, and area on which to improve in 2012.

Parent, student and teacher satisfaction with the school

Parents registered an 83.3% satisfaction level in that Lakes Creek is a good school. 91.7% of parents indicated that teachers were approachable when they wanted to discuss their child's progress. Parents were very satisfied with the school grounds (83.3%) and school buildings (91.7%).

There will always be areas on which to focus upon with an eye on improvement and these include: development of numeracy skills, variety of learning opportunities and student behaviour.

Students feel safe at Lakes Creek (86.8%) and are happy to attend our school - (81.6%) 84.2% of students were satisfied with their access to daily physical activity.

86.8% of students believe that this is a good school; with 89.5% satisfied that they are doing the best that they can in their school work. 86.8% were satisfied that they knew how well they were progressing, while 89.5% believe that their teachers help them to do their best. 92.1% were satisfied with the way computers are used for learning.

100% of staff is satisfied with the safe work environment, physical conditions at the school and Workplace Health and safety practices. 95% of staff is satisfied with the relationships with students and 94.7% that they are treated respectfully. 90% of staff is satisfied in being able to have a say about their work, while 95% are enthusiastic about their work. 95% are happy to be working at Lakes Creek.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	83%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	90%
Percentage of staff members satisfied with morale in the school	87%

DW – Data withheld

Our school at a glance

Involving parents in their child's education

At the beginning of every year, a Welcoming Bar-b-cue and Open Night is held for all parents and students. Teachers discuss with parents, expectations for classroom work, behaviour dress etc. Information is shared regarding Literacy and Numeracy and how this is taught in the classrooms. Teachers also give parents some ideas about how they can best help their child at home.

Teachers endeavour to conduct an interview with each parent at the beginning of the year. This enables parents to discuss what their goals are for their child, areas of strength and concern and any other information they believe relevant to their child and their education.

Teachers also contact parents on a regular basis, either by phone, letter or e-mail, to let them know the wonderful work that their child has been producing or the excellent behaviour that they have been displaying.

Parents are always welcomed into their child's classroom, however due to work commitments and young families, many parents are unable to assist in classroom. However, parents are always keen to attend end-of-unit celebrations, Under 8's Week, NAIDOC, Sports Carnivals and concerts. Our aim is to increase the number of parents participating in their child's classroom.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

As an original QESSI school and now an Earth Smart school, Lakes Creek is justifiably proud of its efforts in decreasing its environmental footprint. The Sustainability Team, led by an experienced Senior Teacher regularly meets to formulate and implement the School Environmental Management Plan, which had a focus on Biodiversity in 2011. Funding was received from the Rockhampton Regional Council to assist in the construction of a 'Learnscape Walk' through our school grounds, which is planted with native flora.

Compost bins and worm farms help turn our food scraps into rich soil for the gardens, with the students working in partnership with the Grounds Officer. Mulching is also an important component on water saving, as is choosing plants that suit our climate. Students are encouraged to be proud of their school and its expansive grounds.

Due to the favourable weather, with its abundant rain, savings were seen in the water usage, however with the construction of the SMART, electricity costs increased. It is anticipated that the electricity usage will decrease in 2012, with the completion of the building.

Every year, teachers formulate and implement an environmental unit of work to ensure that our students know how to care for our environment.

It is hoped that the cost will decrease when the additional thirty-seven solar panels are installed and come on-line.

It is still important however, to ensure that the simple 'savers' e.g. turning lights off, air-conditioners on only when the temperature reaches 28 degrees, opening the windows, turning off light when leaving the room and powering down of Interactive Whiteboards are still implemented.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	82,335	4,430
2010	78,706	6,947
% change 10 - 11	5%	-36%

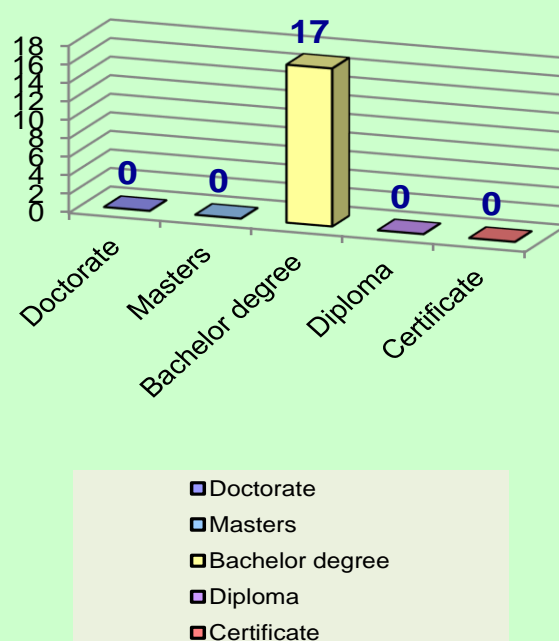
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	17	7	0
Full-time equivalents	15	5	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	17
Diploma	0
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$20 000.

The major professional development initiatives were as follows:

- Australian Curriculum
- C2C
- Working with and understanding how data informs planning etc
- Literacy and Numeracy
- QCATs Training
- QSA Conference
- Queensland State Principal's Conference
- First Steps in Reading

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

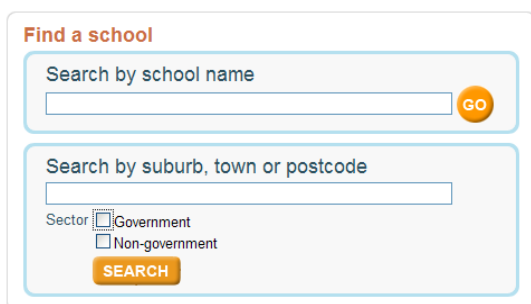
Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Search by school name **GO**

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

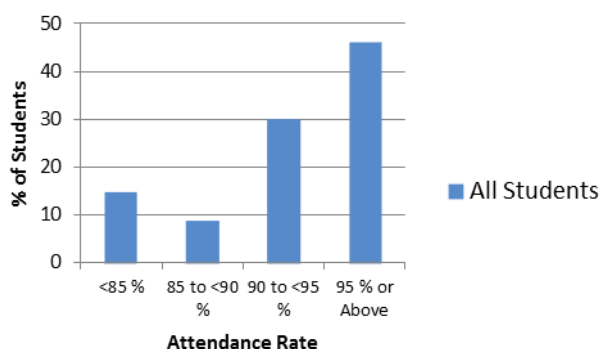
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
91%	96%	93%	91%	94%	92%	93%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Lakes Creek rolls are marked twice per day. If students arrive late in the morning, this is recorded on the roll and a Late Note completed at the Office, is then taken to their class. Students, who are continually late, will have a note sent home and if the situation does not improve, then a phone call will be made to discuss how 'Every Day Counts,' with their parents

Absence notes are placed in teachers' rolls. If however, a child is absent for three days or more without the school being contacted, a phone call will be made to the parents. If the parents can't be contacted a letter will be sent home by Registered Mail. Usually a simple discussion with the child's parents will suffice, however if this is not the case, then Education Queensland's Managing Student Absence policy is enacted to the next level.

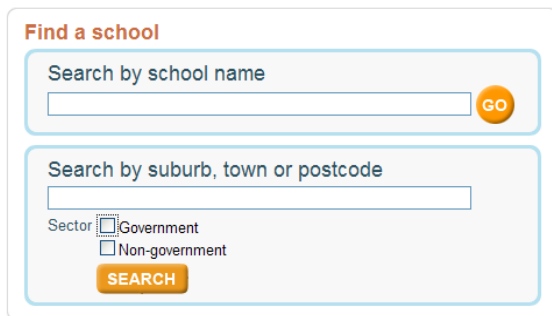
Information regarding how many days a child has been absent from school and a corresponding table showing days missed and the impact this has on a student's education, is also being sent home. Information regarding the impact absences has on student education and their subsequent performance in class, is also published in the weekly newsletter.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

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



Find a school

Search by school name **GO**

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

As an Indigenous Focus School, staff has been involved in professional development around cultural aspects and protocols, EATSIPS, Uncle Ernie's Framework, Crossing Cultures and Hidden Histories and have developed a better understanding of the variety of issues that impact of indigenous education.

The school has proudly marched for the past three years in the Rockhampton NAIDOC March and hold a highly successful celebration at school every year, calling on the local parent group to assist. Our local 'Adopted Elder' is proud that her children and their children have been students at Lakes Creek.

Analysis of NAPLAN data in 2011 shows the following:

In Year 3, the Indigenous Mean is higher than the Queensland non-indigenous mean in Reading, Writing, Grammar and Punctuation and Numeracy, however in Year 5, the indigenous means were all below the Queensland means. In Year 7, the Indigenous mean was higher than the non-indigenous mean in Reading, Writing and Spelling.

The attendance rate for Indigenous students has consistently been around the 88% compared to the Non-Indigenous' 91-93%.