

# Lakes Creek State School (0067)

## Queensland State School Reporting

### 2012 School Annual Report



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#### Principal's foreword

#### Introduction

Lakes Creek State School and community have a long and proud history, being established in 1872. Past students, parents and grandparents continue to visit and support the school.

The school has a strong focus on high expectations and performance for all, which underpins the school improvement agenda.

Lakes Creek continues to provide support for the local and wider community with a school-based Playgroup, the English as a Second Language (ESL) Hub and a venue for community events.

The School Annual Report provides an overview of our school's activities and progress towards its goals throughout 2012 and outlines the major focus areas for 2013.

Please do not hesitate to contact the school to discuss any questions you may have that pertain to this report or if you want access to a paper copy of the report.

Mrs. Lea Ryan Principal

#### School progress towards its goals in 2012

The School Improvement Agenda's main focus in 2012 was to improve Reading in Years 3, 5 and 7 through the improvement of reading comprehension. Reading beliefs were collaboratively established for our school and displayed throughout the school and to parents.

Professional Development for teachers was sourced and attended, to ensure that teachers had the necessary skill set to ensure improvement. As it was the National Year of Reading, this also assisted in highlighting the importance of reading to all learning.

Using data from NAPLAN, standardised tests, Running Records and a variety of other tools, reading levels for children were established and consequently, Learning Goals were set for each child in reading. Continual monitoring of goals ensured that all students continued on their journey of improvement.

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Other priorities included the:

- Implementation of ACARA and C2C (Curriculum into the Classroom)

The implementation of the Australian Curriculum provided some challenges for teachers as does any new curriculum, however the teaching staff had been provided with regular Professional Development opportunities to ensure that the implementation was as smooth as possible. Curriculum into the Classroom (C2C) and the associated units of work provided by Education Queensland assisted teachers in delivering quality and consistent lesson content.

- Implementation of School Improvement Agenda

The 2012 School Improvement Agenda outlined Lakes Creek State School's detailed plan for improvement for the year. Concentrating on the "Improvement of Reading Comprehension," provided teachers with a blueprint of the processes and actions needed to oversee improvement. Collection of data at regular intervals has enabled teachers to keep improvement moving in a positive direction and to be informed at all times

- High quality teaching (pedagogy) focused on the achievement of every student

C2C also allowed teachers the time to concentrate on their pedagogy (teaching skills), being provided with the "what" of what they had to teach, whilst enabling more time to concentrate on the "how" – pedagogical practices.

- Literacy (Reading and Reading Comprehension – Inferential) & Numeracy

A number of standardised tests were introduced to established a benchmark for improvement.

- On-going development of school and community partnerships.

Lakes Creek has continued to build positive relationships with the school and local community. An Open Night early in the year, provided parents and carers with the opportunity to meet their child's teacher and their classroom expectations and requirements. School events including, "Dancing Under the Stars," the Twilight Christmas Fair and Markets, Sports days, participation in ANZAC Day services and marches etc. continue to build upon an already positive relationship with community.

### Future outlook

Key Messages for School Improvement in Central Queensland Region in 2013

- Targeted classroom teaching strategies for top ½ of every class.
- Explicit Improvement Agenda must be clear and visible in every classroom.  
Collaboration is the key to school and system success. A School leader's job is to foster collaboration.
  - What are you targeting to improve?
  - How do you know how you are progressing?
  - Where are you going next?
- Focussed capability development aligned in Principal Performance and Development Plan with specific reference to:
  - Pedagogical Frameworks
  - Explicit Instruction

### School Priorities

- Implementation of ACARA and C2C
- Implementation of School Improvement Agenda
- High quality teaching (pedagogy) focused on the achievement of every student
- Differentiation of curriculum for all students
- Improvement in Numeracy across all year levels

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	195	89	106	95%
2011	181	87	94	88%
2012	165	78	87	87%

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

### Characteristics of the student body:

School numbers are declining, as Lakes Creek 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% of students have English as a Second Language (Vietnamese, Indigenous), while 22% are of Aboriginal and/or Torres Strait Islander.

There is an increasing number of single parent families, who are unemployed.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	22	24
Year 4 – Year 7	23	26	25

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	7	20	14
Long Suspensions - 6 to 20 days	0	<5	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offering

A diverse range of curriculum offerings are available to students at Lakes Creek State School. Designed to recognize each child's learning style 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
- Active membership of the Indigenous Coalition of Schools
- Indigenous Focus School
- Weekly Music and Physical Education lessons
- Multi-age classes
- (SMART – Students Moving Ahead in Reading and Technology) which houses the Library collections, Dedicated Computer Lab and Interactive White Boards. Participation in on-line learning opportunities, use of the Green Room facilities
- 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 - Vietnamese
- Sporting Programs, including both school-based and Interschool
- A Leadership Program for aspiring leaders in Years 5, 6 and 7 – Junior and Senior Badge Programs and attendance at Leadership Programs. Attendance at Leadership Day for all school leaders
- Languages Other Than English LOTE – Japanese
- Participation in Extended Learning Programs at feeder high schools

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### Extra curricula activities

- 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
- Celebration and participation in the ANZAC Day Services and city march
- Gifted students are catered for with a school based extension program and differentiated classroom programs
- Opti-Minds participation

# Our school at a glance

## 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.

Students also participate in Project 600, designed to move Year 5 students to the next level in literacy and numeracy.

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 the new Computer lab
- Teachers and their classes regularly access Ed Studios and The Learning Place
- iPads are also used for small group learning and students with learning difficulties and or disabilities.

## Social climate

The social climate of Lakes Creek State School is a very positive one, with its warm and welcoming environment, where all students are supported to reach their full potential. Lakes Creek State School has had a Chaplain for a number of years, who supports and contributes to the support of staff and students.

92.3% of students indicated on the school Opinion Survey that they feel safe at this school and that their teachers treat them fairly. 91.9% of students believe that student behaviour is well managed, which is above the state and Like school means.

97.4% of students feel that their teacher cares about them which again, is higher than both the State and Like schools means.

Reports of bullying will be investigated and acted upon by the Principal and the Lakes Creek State School Social Justice and Behaviour Management Team. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

The Responsible Behaviour Plan clearly outlines the strategies and consequences in place for dealing with bullying. Lakes Creek State School does not accept, condone or tolerate bullying and harassment.

If a child reports being bullied or is suspected of being bullied, or a staff member witnesses bullying, the issue will be dealt with appropriately and immediately. The staff member will deal with the issue in the first instance, ensuring the safety of all concerned. A report will then be forwarded to the Principal, after the staff member has interviewed everyone involved. The incident will be entered into OneSchool.

The Principal will interview all concerned and decide on a course of action that is appropriate to the situation. Parents/caregivers will be contacted to ensure that they are fully aware of the situation.

# Our school at a glance

## Parent, student and staff satisfaction with the school

It is rewarding to see such positive opinions from all sectors of the school community! This does not just happen, but is the outcome of a number of years work from all staff here at Lakes Creek. The provision of an environment, where achievement and progress are focussed upon and where students are happy to come to school and feel safe, is a testament to the professionalism and diligence of staff, who always do that, "little bit extra."

Regular Professional Development, in line with the school's focus areas is planned to enable staff to improve their pedagogy and keep current with new initiatives to improve student learning.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	94.7%
this is a good school	94.7%
their child likes being at this school*	100.0%
their child feels safe at this school*	94.7%
their child's learning needs are being met at this school*	94.7%
their child is making good progress at this school*	94.7%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	94.7%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	94.4%
student behaviour is well managed at this school*	94.7%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	94.9%
they like being at their school*	97.4%
they feel safe at their school*	92.3%
their teachers motivate them to learn*	100.0%

## Our school at a glance

their teachers expect them to do their best*	97.4%
their teachers provide them with useful feedback about their school work*	89.7%
teachers treat students fairly at their school*	92.3%
they can talk to their teachers about their concerns*	94.7%
their school takes students' opinions seriously*	84.2%
student behaviour is well managed at their school*	91.9%
their school looks for ways to improve*	97.4%
their school is well maintained*	97.4%
their school gives them opportunities to do interesting things*	92.3%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	84.3%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Parents and carers are integral to their child's success at school. It is essential that a successful two-way relationship exists between parents and school, to enable this to be a seamless transition from kindergarten or being at home, to full time schooling. Prep students and parents are involved in a number of days in term 4 of the year prior to their child's enrolment, to introduce them to 'big school.' Many of our students attend the school-based Playgroup prior to enrolling in prep, so for some, it is an easy transition. Parents are welcomed into their child's classroom to assist this successful transition.

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. 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.

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.

The thirty-seven solar panels have not yet been installed. It is anticipated that energy usage will be off-set by the panel, which now, may not be installed until 2013.

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 learning rooms etc. Due to the increases in energy usage, it is important that both staff and students work together to ensure that our environmental footprint is lessened by being forever vigilant.

With the new Resource Centre coming on-line, an increase in energy usage has been seen. The Computer Room, Green Room, Teacher meeting rooms, Library Office and Library are now housed in this building, which is well used on a daily basis. This would account for the increase in energy usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	78,706	6,947
2010-2011	82,335	4,430
2011-2012	102,983	17,996

**A burst water main and subsequent minor works to improve storm run-off, including the maintenance of new turf, may have added to the increase in water usage.**



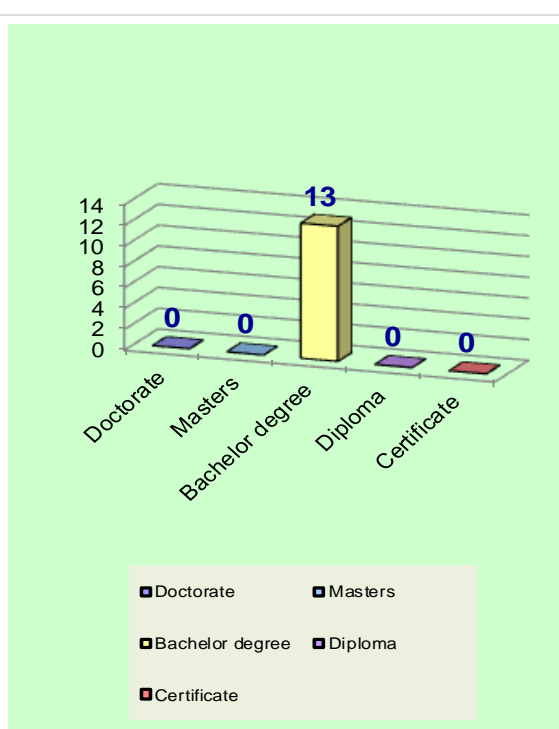
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	13	8	0
Full-time equivalents	12	5.7	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	13
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$11 500.

The major professional development initiatives were:

- \* Explicit Instruction
- \* Understanding Data
- \* Regional Principal's Conference
- \* Break it Down, Build it Up
- \* First Steps in Maths

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

## Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	96.2%	96.3%

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

From the end of the previous school year, 81.6% of staff was retained by the school for the entire 2012 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.

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	90%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

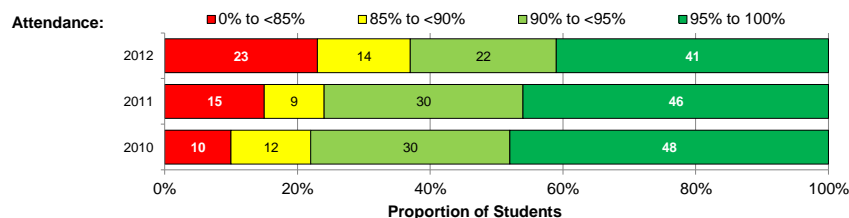
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	92%	94%	94%	96%	92%	95%	90%
2011	91%	96%	93%	91%	94%	92%	93%
2012	92%	89%	92%	92%	89%	92%	89%

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 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 at 8:50 a.m. and 1:30 p.m. 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.

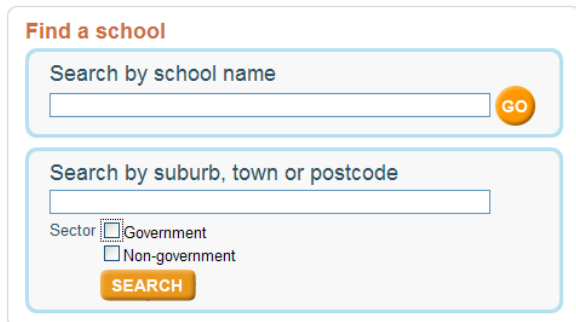
Information regarding how many days a child has been absent from school and a corresponding table showing days missed and the impact this has on a student's education, is also being sent home. Information regarding the impact absences has on student education and their subsequent performance in class,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



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

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past four years, Lakes Creek State School has had only a small number of Indigenous students in Year 3, therefore, comments cannot be made on NAPLAN performance. Overall attendance for all students in 2012 was 90.5%, however for Indigenous students it dropped to 84.9%. It is essential for all students to attend school on a regular basis to ensure consistency and continuity of teaching and learning and this is addressed on a very regular basis. Indigenous perspectives are taught in all year levels, across all learning areas.

The Support Teacher Literacy and Numeracy (STLaN) worked with less than five indigenous students in 2012. She worked closely with all students to improve their levels of literacy and numeracy.

The STLaN also participated in Professional Development with Denise Angelo on the "Break it down, Build it up" Program to assist our indigenous students with their learning.

It is important for all students to attend school on a regular basis to maintain continuity of teaching and learning. Attendance has been a school-wide area of focus.

Posters outlining the importance of regular attendance and how days missed can accumulate to months and even years over a student's school life are in every classroom and the office, to keep parents aware of their responsibilities with regards to their child's education. Education is the right of every child!