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| LCSSLOGO | Postal address | 445 Paterson Street Lakes Creek Rockhampton North 4701 |
| Phone | (07) 4932 6333 |
| Fax | (07) 4926 2139 |
| Email | the.principal@lakescreekss.eq.edu.au |
| Webpages | Additional reporting information pertaining to Queensland state schools is located on the [*My School*](http://www.myschool.edu.au/) website and the [Queensland Government data](http://data.qld.gov.au/) website. |
| Contact Person | Lea Ryan Principal |

# Principal’s foreword

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| 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.  *High Expectations* for *improved performance* and *better futures*, underpin our school’s improvement agenda. Our focus is on continual improvement and achievement for all students to be the best that they possibly can.  A school-based Playgroup which operates weekly. Run by a trained Teacher Aide, it continues to attract high numbers of children and parents. Disappointingly though, many of these children, do not continue their learning journey with our wonderful school.  The English as an Additional Language Dialect (EALD) Hub is currently based at Lakes Creek, however this will change in 2014, with the EALD Hub re-locating to Glenmore State School.  The School Annual Report provides an overview of our school’s activities and progress towards its goals throughout 2013 and outlines the major focus areas for 2014. 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 2013 |
| |  |  |  | | --- | --- | --- | | Priority | Strategy | Status | | Implementation of ACARA and C2C | Implement ACARA using the C2C units | On-going | | Implementation of the School Improvement Agenda | Devised strategies to continue to improve numeracy | Completed/but on-going | | High quality teaching (Pedagogy), focussed on the achievement of every student | The development and implemenatation of an Explicit Improvement Agenda, designed to use data to inform teaching | On-going | | Differentiated Curriculum for all students | Teachers tailor pedagogy to suit the learning needs and styles of all students | On-goiong | | Explicit Instruction – John Munro | Participation in the North Rockhampton Cluster Explicit Instruction Model with Professor John Munro | On-going | |
| Future outlook |
| **Key School Priorities for 2014**   * Implementation of ACARA and C2C * Implementation of School Improvement Agenda and Explicit Improvement Agenda * High quality teaching (pedagogy) focused on the achievement of every student * Differentiation curriculum and instruction for all students * Individual Learning Plans, Individual Learning Guarantees * Explicit Instruction – Professor John Munro * Great Results Guarantee - Individual Learning Guarantees |

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| School Profile | | | | | | | | | | | |
| Coeducational or single sex: CoeducationalYear levels offered in 2013: Prep Year - Year 7Total student enrolments for this school: | | | | | | | | | | | |
|  | Total | Girls | Boys | | Enrolment Continuity  (Feb – Nov) | | | | |
| 2011 | 181 | 87 | 94 | | 88% | | | | |
| 2012 | 165 | 78 | 87 | | 87% | | | | |
| 2013 | 138 | 68 | 70 | | 79% | | | | |
| Student counts are based on the Census (August) enrolment collection. Characteristics of the student body: Lakes Creek State School is proud of its multicultural diversity. Students have varied backgrounds including Vietnamese, Brazilian, Aboriginal and Torres Strait Islander, South Sea Islanders and Australian. This provides our school community with wonderful learning opportunities about other cultures and their way of life.  Students with Vietnamese backgrounds comprise 21% of the total school population, while Indigenous students make up 25% of the total school population. Five percent of the total students have Brazilian backgrounds.  Most students who attend our school, are drawn from the local area: Lakes Creek, Koongal and Nerimbera, however some students travel from outside the identified catchment area to attend our school. A small number of families live on acreages within easy driving distance of the school. Many parents enjoy the family atmosphere that has been developed throughout our school, as opposed to the larger schools. . **Average Class sizes** | | | | | | | | | | | |
| Phase | | | | Average Class Size | | | | | | |
| 2011 | | 2012 | | 2013 | | |
| Prep – Year 3 | | | | 22 | | 24 | | 21 | | |
| Year 4 – Year 7 Primary | | | | 26 | | 25 | | 26 | | |
| Year 7 Secondary – Year 10 | | | |  | | n/a | |  | | |
| Year 11 – Year 12 | | | |  | | n/a | |  | | |
| School Disciplinary Absences | | | | | | | | | | | |
| Disciplinary Absences | | | | Count of Incidents | | | | | | |
| 2011 | | | 2012 | | 2013 | |
| Short Suspensions - 1 to 5 days | | | | 20 | | | 14 | | 8 | |
| Long Suspensions - 6 to 20 days | | | | 1 | | | 0 | | 0 | |
| Exclusions | | | | 0 | | | 0 | | 0 | |
| Cancellations of Enrolment | | | | 0 | | | 0 | | 0 | |

The Responsible Behaviour Plan for Students clearly outlines expectations for all students. Teachers are proactive in ensuring positive behaviour by modelling appropriate behaviour and teaching students problem-solving skills.

.Students have a wide range of activities in which to engage during playtime, including the provision of lunchtime sporting activities, adventure playgrounds, The SMART (library, Green Room, Computer Lab) Lego Club.

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| 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 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 an Additional Language Dialect Hub is based at Lakes Creek and houses the Regional Resource Collection * Behaviour Programs – Extended Learning Room * Intervention Programs – to assist students in reaching their full potential * English as an Additional Language Dialect- Vietnamese, Brazilian * 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 | | 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 * Under 8’s day celebration * 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 | |
| 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.  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 houses the Computer Lab * 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 * 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. |

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| Social climate |
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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.

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| Parent, student and staff satisfaction with the school | |  |
| The information below clearly demonstrates the very high level of satisfaction that parents have with Lakes Creek State School. Of the sixteen items on the parent survey, fourteen of those items are at 100%, whilst two are at 95%. This is a considerable improvement from 2012, where eight areas were at 95% and demonstrates that the parent body is highly satisfied with the education that their child is receiving.  The staff at Lakes Creek State School can be justifiably proud of the very high standard of teaching they deliver to each and every child in our school.  Students continue to be very satisfied with their school also. Of the thirteen survey questions for students, they responded in the following: 4 questions at 100%, 5 questions at 97%, 2 questions at 94%, 1 question at 91% and 1 question at 81%. Students, however, feel that their opinions are not taken seriously, so this is an area that, as a staff, we will strive to improve upon, perhaps through the Student Representative Council. However, overall the response by students was outstanding.  It was pleasing to see that 100% of staff believe that students are treated fairly at Lakes Creek, as well as their school being well-maintained and that their school gives them opportunities to do interesting things. School staff are also satisfied with the way in which the school continually looks for ways to improve and they also feel that their school is a safe place in which to work. 94% of staff were satisfied with the way in which students are encouraged to do their best at school. | |  |
| **Performance measure** *(Nationally agreed items shown\*)* |  |  |
| Percentage of parents/caregivers who agree that: | 2012 | 2013 |
| their child is getting a good education at school (S2016) | 95% | 100% |
| this is a good school (S2035) | 95% | 100% |
| their child likes being at this school\* (S2001) | 100% | 95% |
| their child feels safe at this school\* (S2002) | 95% | 95% |
| their child's learning needs are being met at this school\* (S2003) | 95% | 100% |
| their child is making good progress at this school\* (S2004) | 95% | 100% |
| teachers at this school expect their child to do his or her best\* (S2005) | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work\* (S2006) | 100% | 100% |
| teachers at this school motivate their child to learn\* (S2007) | 100% | 100% |
| teachers at this school treat students fairly\* (S2008) | 100% | 100% |
| they can talk to their child's teachers about their concerns\* (S2009) | 95% | 100% |
| this school works with them to support their child's learning\* (S2010) | 100% | 100% |
| this school takes parents' opinions seriously\* (S2011) | 94% | 100% |
| student behaviour is well managed at this school\* (S2012) | 95% | 100% |
| this school looks for ways to improve\* (S2013) | 100% | 100% |
| this school is well maintained\* (S2014) | 100% | 100% |
|  |  |  |
| **Performance measure** *(Nationally agreed items shown\*)* |  |  |
| Percentage of students who agree that: | 2012 | 2013 |
| they are getting a good education at school (S2048) | 95% | 97% |
| they like being at their school\* (S2036) | 97% | 97% |
| they feel safe at their school\* (S2037) | 92% | 100% |
| their teachers motivate them to learn\* (S2038) | 100% | 94% |
| their teachers expect them to do their best\* (S2039) | 97% | 100% |
| their teachers provide them with useful feedback about their school work\* (S2040) | 90% | 97% |
| teachers treat students fairly at their school\* (S2041) | 92% | 94% |
| they can talk to their teachers about their concerns\* (S2042) | 95% | 97% |
| their school takes students' opinions seriously\* (S2043) | 84% | 84% |
| student behaviour is well managed at their school\* (S2044) | 92% | 91% |
| their school looks for ways to improve\* (S2045) | 97% | 100% |
| their school is well maintained\* (S2046) | 97% | 97% |
| their school gives them opportunities to do interesting things\* (S2047) | 92% | 100% |
|  |  |  |
| **Performance measure** |  |  |
| Percentage of school staff who agree that: |  | 2013 |
| they enjoy working at their school (S2069) |  | 81% |
| they feel that their school is a safe place in which to work (S2070) |  | 88% |
| they receive useful feedback about their work at their school (S2071) |  | 75% |
| students are encouraged to do their best at their school (S2072) |  | 94% |
| students are treated fairly at their school (S2073) |  | 100% |
| student behaviour is well managed at their school (S2074) |  | 81% |
| staff are well supported at their school (S2075) |  | 63% |
| their school takes staff opinions seriously (S2076) |  | 63% |
| their school looks for ways to improve (S2077) |  | 88% |
| their school is well maintained (S2078) |  | 100% |
| their school gives them opportunities to do interesting things (S2079) |  | 100% |
| \* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.  # Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended. | |  |

DW = Data withheld to ensure confidentiality.

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| Involving parents in their child’s education |
| As first care-givers, it is important that parents play a major role in their child’s education from Prep through to Year 12. Parental involvement allows for a seamless transition at the different junctures in their child’s schooling.  Lakes Creek’s school-based Playgroup, is the first step in their child’s learning journey. Many parents attend the Playgroup, sharing parenting ideas, participating in craft and learning activities with their child and generally interacting with other parents in similar situations.  Both new and existing parents are welcomed to Lakes Creek every year, with an Open Evening, where parents can hear from their child’s teacher regarding classroom expectations with behavior, bookwork, homework etc. These evenings are generally well-received, however it would be far more rewarding if a higher percentage of parents attended.  Teachers are expected to ring or contact a number of parents each week, discussing with them, their child’s progress or areas of concern. ‘***Great News***,’ phone calls to parents are made regularly and recorded on One School as are all parent contacts.  The school’s web page also provides parents with up-to-date information on up-coming events, school programs etc.  Parents and care givers are always welcome at Lakes Creek. Our school has a ‘community family’ feel, where everyone knows they are welcome and this is encouraged by all staff. |

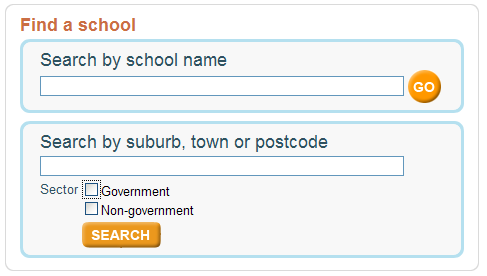
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| Reducing the school’s environmental footprint | | | | |
| Lakes Creek was an original QESSI school and is now an Earth Smart and Solar School. An additional thirty-seven photovoltaic cells were installed on the Resource Centre in 2013, further decreasing our environmental footprint.  Worm farms are used to help transform scraps into rich compost. The Grounds Officer continues to mulch all gardens, decreasing the amount of water required. Shredded paper and cardboard are also used to mulch gardens and stop the growth of weeds.  As can be seen from the table, Lakes Creek State School significantly decreased its environmental footprint in 2013, through the use of environmentally sustainable practices mentioned above. | | | | |
|  | Environmental footprint indicators | |
|  | Electricity kWh | Water kL |
| 2010-2011 | 82,335 | 4,430 |
| 2011-2012 | 102,983 | 17,996 |
| 2012-2013 | 84,783 | 5,384 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

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| Staff composition, including Indigenous staff | | | | | | | |
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| 2013 Workforce Composition | Teaching Staff \* | Non-teaching Staff | Indigenous Staff |
| Headcounts | 13 | 7 | 0 |
| Full-time equivalents | 12 | 5 | 0 |
|  | | | | | | | |
| Qualifications of all teachers | | | | | | | |
| \* Teaching Staff includes School Leaders  \*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate | | | | | | | |
| Expenditure on and teacher participation in professional development | | | | | | | |
| The total funds expended on teacher professional development in 2013 was approximately $21 600. The major professional development initiatives are as follows:   * North Rockhampton Cluster Professional Development included Literacy and Explicit Instruction development with Professor John Munro * Collegial Coaching * Beginning Teachers Workshops * Boys in Literacy * Principal’s Conference * Explicit Instruction * Pedagogy Coach.     The proportion of the teaching staff involved in professional development activities during 2013 was 100% | | | | | | | |
| **Average staff attendance** | | | | | 2011 | 2012 | 2013 |
| Staff attendance for permanent and temporary staff and school leaders. | | | | | 96% | 96% | 96% |
|  | | | | | | | |
| Proportion of staff retained from the previous school year | | | | | | | |
| From the end of the previous school year, 59% of staff was retained by the school for the entire 2013 school year. | | | | | | | |

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| 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.**



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

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| Student attendance | | | | | | | | | 2011 | | | | 2012 | | | 2013 | |
| The overall attendance rate for the students at this school (shown as a percentage). | | | | | | | | | 92% | | | | 90% | | | 90% | |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. | | | | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | |  | | |  | | |
| 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 | Year 8 | | Year 9 | Year 10 | | | Year 11 | | | Year 12 |
| 2011 | 91% | 96% | 93% | 91% | 94% | 92% | 93% |  | |  |  | | |  | | |  |
| 2012 | 92% | 89% | 92% | 92% | 89% | 92% | 89% |  | |  |  | | |  | | |  |
| 2013 | 88% | 92% | 89% | 92% | 92% | 89% | 90% |  | |  |  | | |  | | |  |

DW = Data withheld to ensure confidentiality.

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| Student Attendance Distribution |

The proportions of students by attendance range.

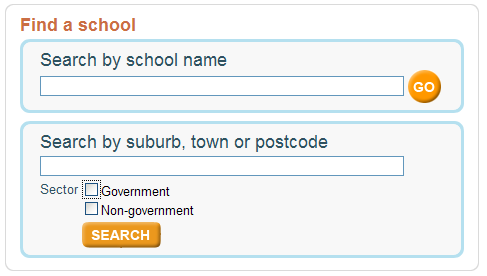


\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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| 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. 6: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. | | |
| 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 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.**



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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.

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| Achievement – Closing the Gap |
| Closing the Gap monies are used to employ a Teacher Aide to work with Indigenous students. Programs are designed by the classroom teachers and concentrate on improving both literacy and numeracy. The programs are designed to cater for individual child’s needs. Parents are encouraged to participate by working with their child at home or by assisting in classrooms or by following up at home, listening to reading and helping with homework.  It is important for parents to be involved in their child’s education, to demonstrate to their child, the importance of a good education.  There is a marked difference between Indigenous and Non-Indigenous attendance. 45.5% of indigenous students attend school less than 85% of the time, compared to 23.5% of Non-Indigenous students. Phone calls, letters etc. appears to have little influence on attendance.  Achievement and improvement directly correlates with attendance, so parents must ensure that their child is at school. **EVERY DAY COUNTS!** |