

Lakes Creek State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Queensland schools annually publish information to parents about student and school performance. This report gives a snapshot of the Lakes Creek State School 2015 school year, outlining information about our school curriculum and goals, as well as detailing school achievements over the year. A hard copy of this document can be requested from the school office.

School progress towards its goals in 2015

Focus	School Progress
Reading	Classes using M100 words.
Writing	Teachers using NAPLAN marking guides
Numeracy	Students participated in BOOST online learning program
Science	Science taught in line with Australian Curriculum Guidelines.
Retention	Above and Beyond Awards implemented to reward positive behaviour.
Attainment	Data collected and displayed on a data wall.
Transition	Junior and Senior badge program is implemented.

Future outlook

- Introduce Reading CAFÉ
- Introduce Speech Sound Pictures (SSP) in Prep
- Investigate consistent school-wide writing practices.
- School-wide focus on Number Facts and Problem-solving.
- Continued focus on improving attendance.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	138	68	70	32	79%
2014	117	55	62	27	92%
2015	123	56	67	34	87%

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

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

In 2015, there were no students enrolled in a Pre-Prep program.*

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

Characteristics of the student body:

Lakes Creek State School is a small community focused school. It has a multicultural student body and values diversity. Students generally come from the local area. There are a number of second and third generation families attending the school. The community takes pride in working with our small and supportive school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	26	21
Year 4 – Year 6	26	22	19

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	8	0	<5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum delivery

Our approach to curriculum delivery

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.

LOTE is studied in years 5 and 6, with Japanese being the chosen language.

Religious Instruction lessons are held on a weekly basis.

Extra curricula activities

- Camps and Excursions – A program for students in Year 4-6
- Instrumental Music (strings)
- School-based Playgroup – held every Friday morning
- Celebration and participation in the ANZAC Day Services city march

How Information and Communication Technologies are used to improve learning

ICT equipment in the school includes Electronic or Interactive Whiteboards. There is a set of computers located in the smart for students to access as a whole-class. The teaching of ICT skills is integrated into the curriculum.

Social Climate

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.

The school-based Chaplain adds a further dimension to our school, 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's Responsible Behaviour Plan includes information about the schools approach to preventing and responding to incidents of bullying including cyberbullying.

Our school opinion survey indicates that 100% of parents believe that Lakes Creek State School is a good school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	95%	100%	100%
their child feels safe at this school (S2002)	95%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	75%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	94%	85%
they like being at their school (S2036)	97%	91%	81%
they feel safe at their school (S2037)	100%	100%	96%
their teachers motivate them to learn (S2038)	94%	94%	89%
their teachers expect them to do their best (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work (S2040)	97%	97%	85%
teachers treat students fairly at their school (S2041)	94%	100%	85%
they can talk to their teachers about their concerns (S2042)	97%	91%	77%
their school takes students' opinions seriously (S2043)	84%	100%	85%
student behaviour is well managed at their school (S2044)	91%	88%	78%
their school looks for ways to improve (S2045)	100%	97%	93%
their school is well maintained (S2046)	97%	88%	88%
their school gives them opportunities to do interesting things (S2047)	100%	91%	81%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	81%	92%	100%
they feel that their school is a safe place in which to work (S2070)	88%	100%	100%
they receive useful feedback about their work at their school (S2071)	75%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	83%	71%
students are encouraged to do their best at their school (S2072)	94%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	81%	92%	92%
staff are well supported at their school (S2075)	63%	92%	92%
their school takes staff opinions seriously (S2076)	63%	85%	100%
their school looks for ways to improve (S2077)	88%	92%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	92%	92%

'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.

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.

Reducing the school's environmental footprint

All students and staff are made aware of the need to be powerwise. Turning lights and appliances off where possible.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	84,783	5,384
2013-2014	74,632	3,611
2014-2015	76,491	520

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

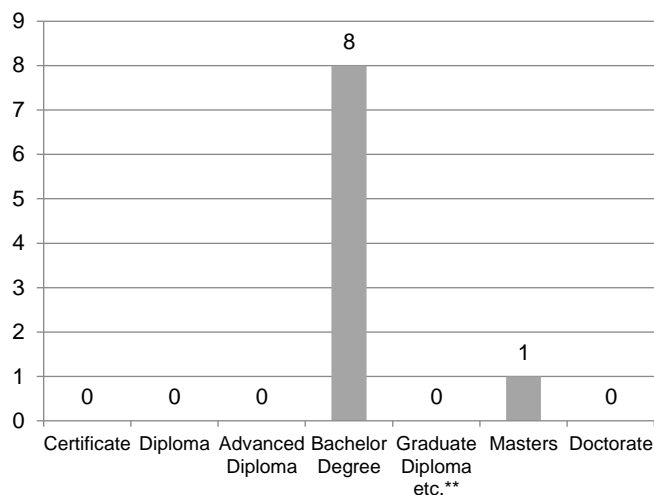
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	9	7	0
Full-time equivalents	6	4	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	9



*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 2015 were \$5321.

The major professional development initiatives are as follows:

- First Aid Training
- OneSchool Training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 69% of staff was retained by the school for the entire 2015 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

Sector:

☒ Government

☒ Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	80%	85%

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

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

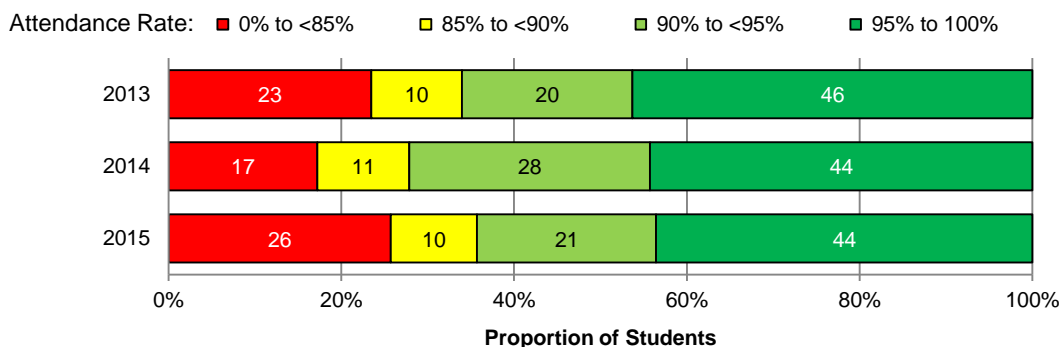
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	91%	88%	92%	89%	92%	92%	89%	90%
2014	78%	90%	93%	87%	89%	94%	97%	92%
2015	92%	87%	92%	92%	88%	91%	93%	

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

Roles are marked twice daily in the morning and afternoon. If a student has been away for 3 or more days without explanation, parents are contacted.

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.

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