



Lakes Creek State School

# ANNUAL REPORT 2017

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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## 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 inclusivity, 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 Afternoon School Sports Program, Signing Choir, Drumming, 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.

Supported by our School Behaviour Plan based on students striving to:

**Be a Learner**

**Be Respectful**

**Be Responsible**

**Be Safe**

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

In 2017 the school had the three main priorities based around student improvement in reading, creating a supportive school and community environment through student wellbeing and improving results in grammar and punctuation. In particular, reading was specifically focused on through the development of an Explicit Improvement Agenda (EIA). The EIA focused on developing teacher's pedagogical practices to deliver the 'Lakes Creek Way' of reading, which is based on the research of Professor John Munro. The Lakes Creek way of reading focus on a three stage reading process with each stage consisting of High Reliability Literacy Teaching Procedures.

*Reading – Comprehension and Phonics:* Through modelling and lesson observation based around John Munro's HRLTPs, teacher taught the 'Lakes Creek Way' of reading using Explicit Instruction. Teachers modelled the HRLTP's and then gradually released students independently apply the skills taught. Students were also supported through targeted reading groups that were teacher lead.

Target:

- 2017 NAPLAN Data at or above SQSS in year 3 and 5 reading
- Student Relative Gain above the national average for year 3 and 5 reading

*Supportive School/Community Environment – Focus Wellbeing:* Lakes Creek State School participated in professional development around implementing the Positive Behaviours for Learning (PBL) Framework and embedded that framework in the revised responsible behaviour plan. The PBL team also developed a School Wide Positive Behaviours for Learning Policy, which focused on developing routines and expectations around our school values. The school also employed a school guidance officer for 2 days a week to support students social and emotional wellbeing and this partnership involved the implementation of the Zones of Regulation, the RAP program and clay therapy. Major behaviour incidents significantly decreased throughout the year due to the emphasis on making social and emotional wellbeing a priority.

Target:

- 2017 Whole School attendance +92%
- School Opinion Survey
- Behaviour Data: Decrease in Major and Minor behaviour incidents, Increase in positive behaviour
- 

*Grammar and Punctuation:* The school targeted resources and EI pedagogies to improve student's grammar and punctuation. The driving factor behind student improvement was the continued implementation of the Sounds, Speech, Pictures (SSP) program. Specific time was allocated to the teaching of punctuation with the focus on enhancing student writing. The 2017 NAPLAN results indicated significant student growth in Grammar and Punctuation compared to past years.

Target:

- 2017 NAPLAN Data at or above SQSS in year 3 and 5 Grammar and Punctuation
- Student Relative Gain above the national average for year 3 and 5 Grammar and Punctuation

#### Future Outlook

The school will continue to embed the practices established around the 'Lakes Creek Way' of reading as well as effectively implementing the School Wide Positive Behaviours for Learning policy based of the PBL Framework. Below are detailed outlines of 2018 priorities and desired targets.

*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 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 2018 school year.

*Improved Student Behaviour through PBL and ESCM*

Targets:

- 2018 Whole School attendance +92%
- School Opinion Survey: Students responses and parent responses
  - Student behaviour is well managed at my school 85% (Currently 72.5%)
  - 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.

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2017:** Prep Year - Year 6  
**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	123	56	67	34	87%
2016	127	59	68	32	89%
2017	103	45	58	24	83%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### 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. 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	21	18
Year 4 – Year 6	27	27	21
Year 7 – Year 10			
Year 11 – Year 12			

### 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.

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 109 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 the 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

#### Parent opinion survey



Performance measure			
Percentage of parents/caregivers who agree* that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	89%	100%
this is a good school (S2035)	100%	78%	84%
their child likes being at this school* (S2001)	100%	100%	95%
their child feels safe at this school* (S2002)	100%	89%	95%
their child's learning needs are being met at this school* (S2003)	100%	89%	100%
their child is making good progress at this school* (S2004)	100%	89%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	89%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	95%
teachers at this school motivate their child to learn* (S2007)	100%	89%	100%
teachers at this school treat students fairly* (S2008)	100%	88%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	78%	100%
this school works with them to support their child's learning* (S2010)	100%	89%	95%
this school takes parents' opinions seriously* (S2011)	100%	71%	95%
student behaviour is well managed at this school* (S2012)	100%	100%	84%
this school looks for ways to improve* (S2013)	100%	89%	100%
this school is well maintained* (S2014)	100%	89%	89%

#### Student opinion survey

Performance measure			
Percentage of students who agree* that:	2015	2016	2017
they are getting a good education at school (S2048)	85%	78%	92%
they like being at their school* (S2036)	81%	73%	79%
they feel safe at their school* (S2037)	96%	90%	87%
their teachers motivate them to learn* (S2038)	89%	90%	78%
their teachers expect them to do their best* (S2039)	96%	93%	89%
their teachers provide them with useful feedback about their school work* (S2040)	85%	87%	76%
teachers treat students fairly at their school* (S2041)	85%	71%	79%
they can talk to their teachers about their concerns* (S2042)	77%	80%	76%
their school takes students' opinions seriously* (S2043)	85%	66%	78%
student behaviour is well managed at their school* (S2044)	78%	71%	72%
their school looks for ways to improve* (S2045)	93%	80%	89%
their school is well maintained* (S2046)	88%	66%	87%
their school gives them opportunities to do interesting things* (S2047)	81%	73%	89%

#### Staff opinion survey

Performance measure			
Percentage of school staff who agree* that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	87%	88%



Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
they receive useful feedback about their work at their school (S2071)	100%	87%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	88%	100%
students are encouraged to do their best at their school (S2072)	100%	93%	94%
students are treated fairly at their school (S2073)	100%	100%	94%
student behaviour is well managed at their school (S2074)	92%	87%	88%
staff are well supported at their school (S2075)	92%	80%	88%
their school takes staff opinions seriously (S2076)	100%	100%	88%
their school looks for ways to improve (S2077)	100%	93%	94%
their school is well maintained (S2078)	100%	93%	81%
their school gives them opportunities to do interesting things (S2079)	92%	100%	100%

\* 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 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 Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	2	22	44
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0



## Environmental Footprint

### Reducing the school's environmental footprint

Lakes Creek State School is educating students about sustainability and reducing its environmental footprint in a number of different ways. Lakes Creek State School reduced its impact on the environment by implementing the following strategies:

- Development of vegetable patch. Food grown in the vegetable patch will be organically grown and eaten by students with students learning about 'nude food'.
- Planting native plants throughout the school to celebrate 'Tree Planting' day.
- Students designed and developed a sustainable citrus orchard that will produce fruit for the school and reduce packaging through lunch boxes.
- Continued work on the school's worm farm. Students placed organic scraps into the worm farm and use the waste created by the farm on the garden.
- Ensured staff and students are reminded to switch off lights and fans when leaving a room.
- Students engaged in Science lessons outlining the alternative energy sources as well as how to reduce their impact on the environment.
- Continue to recycle paper waste through the local recycling program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	76,491	520
2015-2016	11,492	
2016-2017	24,813	1,166

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.

## 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 <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 states '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.

## Our Staff Profile

### Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	8	9	0
Full-time Equivalents	8	5	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2017 were \$6000.

The major professional development initiatives are as follows:

- Training staff on the ESCM management as well as attending the PBL conference in Brisbane.
- Professionals provided training around trauma related behaviour and anxiety.
- The purchasing of and delivery of PD around the Zones of Regulation.
- TRS purchased to release staff to collaborate around planning for the implementation of the Whole School Curriculum Plan.
- Staff were provided opportunities to develop their SSP knowledge through Community Of Practice and attending PD sessions.
- TRS purchased to release staff to observe effective pedagogical practices internally as well as externally.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

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### Staff Attendance and Retention

Staff attendance



AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	87%	82%

\*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

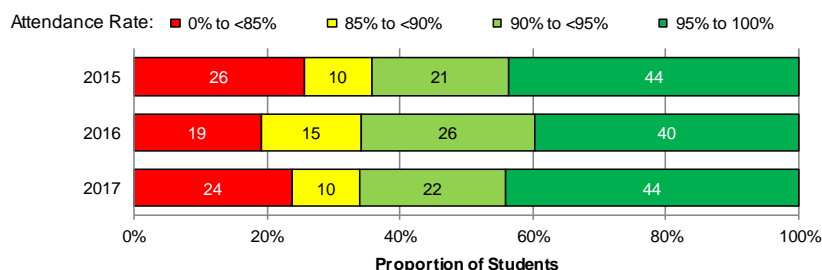
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	87%	92%	92%	88%	91%	93%						
2016	92%	91%	91%	92%	93%	92%	89%						
2017	87%	89%	90%	90%	88%	93%	94%	100%					

\*Attendance rates effectively count 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 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 have also recently started 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 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.