

# Lakeland State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Lakeland State School aims to provide each student with quality education in a caring and supportive learning environment. We achieve this by tracking students' individual academic progress and developing engaging individualised programs that are sensitive to students' needs, interests and abilities and also reflect the needs of our community.

Throughout 2015, Lakeland State School has continued, with an energised approach, to the teaching and learning of Literacy and Numeracy by planning and preparing thoroughly using the Australian Curriculum. The school has focused on purchasing quality resources, up skilling staff and implemented a range of new interactive programs that support individualised learning and support the implementation of our Multi-age Assessment and Reporting framework.

We are very proud of the reputation we have for excellence in academic, sporting and cultural pursuits. At Lakeland State School the caring and welcoming nature of staff, students and parents makes the school a stand out. We are a small rural school that takes pride in "getting to know our kids". The staff make the effort to develop close relationships with the students, so that they deeply understand student's individual talents and learning needs.

This report provides a snapshot of our achievements and Lakeland State School and information pertaining to enrolments, staffing, attendance, and goals. It includes MySchool links to NAPLAN data for 2015 which indicate the progress our students have made in relation to state wide and national testing.

### School progress towards its goals in 2015

During 2015 Lakeland State School has continued to progress towards its goals with Literacy and Numeracy remaining key areas of improvement. We have achieved this by all staff receiving intense professional development and being involved in regular up skilling/mentoring programs. We believe strong working partnerships and open conversations about students and their learning is central to improving the quality of teaching and learning across the whole school.

All staff hold a vision of what exemplary teaching and learning looks like, within their classrooms, and students' data is a central focus for informing curriculum directions.

In 2015 key priorities included:

- Implementing and assessment and monitoring schedule to ensure informative assessment pieces were collected and reviewed in a timely manner and benchmarked against FNQ standards.
- Redeveloping the Whole School Curriculum Plan to align with the implementation of the National Curriculum – English, Mathematics and Science – using the ACARA and C2C documents
- Strong collaboration between school, staff and parents regarding school improvement priorities.
- Setting key targets for school achievement and striving to achieve these.
- Continuing to improve our Pedagogical Practice by using Explicit Teaching as a pedagogical teaching tool to ensure consistency across the school.
- Effectively using our student data to inform our teaching. Staff are continually analysing both systemic and internal data to ensure that they are teaching the students to their levels and structuring their curriculum delivery around what the students need to know.
- Engaging all staff in an ongoing professional development process based on Explicit Teaching and the needs of students.
- We are very fortunate to have a P & C that is extremely active and continues to support the school with purchasing resources and creating social experiences that connect the school and the community together.
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### Future outlook

#### Our goals as set out in the Annual Implementation Plan for 2016 are:

- Improving student learning and achievement by implementing whole school/high yield teaching strategies in reading, writing and number.
- Pedagogical Framework and Implementing 'Explicit Instruction' as the signature pedagogical for our school.
- Improve outcomes in reading/writing and numeracy.
- Embedding the 'I Do', 'We Do', 'You Do' process in all classes.
- Continuing to implement a clear and explicit Improvement Agenda Targeted towards improving reading results throughout the school. Our vision for 2016 will be to ensure every child is achieving in terms of their reading ability. (Reading Comprehension Strategies)

## 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	12	6	6	1	67%
2014	12	6	6	1	79%
2015	17	7	10	2	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.

### Characteristics of the student body:

The school has one multi-age classroom that operates two separate teaching programs: A Junior school program and a Middle school program. Both programs are developed and are closely monitored by the Teaching Principal. At present there are a fairly even number of students in both the upper and lower part of the school.

The Students living in the small township, close to the school, walk to school and those living on stations (cattle or farming) travel to school in private vehicles, as there is currently no bus service. Most of the families' occupations are associated with the local farming industry. 60% of our students are bilingual and speak Swiss/German/Indian or Japanese in their homes.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	6	6	14
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*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

	Count of Incidents		
	2013	2014*	2015**
Disciplinary Absences			
Short Suspensions - 1 to 5 days	0	0	0
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

**Curriculum at Lakeland School is based on the National Curriculum Framework and C2C documents produced by the Queensland Studies Authority.**

#### Our distinctive curriculum offerings:

Given the small numbers of students at the school, we are able to offer individual in class learning programs and differentiated homework reading and spelling programs.

Some of the key Foundation Learning Programs we have and success which include: Jolly Phonics, PM writing, Spelling and Maths Mastery, and Fitzroy Reading.

As part of our commitment to Explicit Teaching, students are involved daily in consolidation experiences that use digital teaching aides. These sessions are designated to review critical content, through interactive/ multimodal formats, these include:

- Power Point Presentations
- Mathletics
- Digital Flashcards

#### Distinctive Curriculum

Over the last four years the Lakeland students have been involved in a weekly values program that is run by the Cluster's well qualified energetic Chaplin. Inside this program, students learn about themselves and others, by completing and reflection on a number of group challenges, orienteering tasks and physical problem solving

#### Extra curricula activities

- Swimming lessons at Cooktown pool, Term 4.
- An AFL Aus-kick Clinic that visit the school weekly in Term 1.
- School Camp to Camp Patterson
- Sports with the Southern Cape Cluster.
- P & C events and fundraisers.
- Cluster Arts celebrations (Laura Dance Festival show/ opening of new community centres).
- School social/community sporting events.
- Summer Cricket.
- Travel to Cooktown for Martials Arts (P&C pay for bus)

### How Information and Communication Technologies are used to improve learning

Our school is well resourced and has maintained a high computer ratio (almost one computer per student). We believe this is necessary in a multi-age classroom that focuses on delivering individualized learning programs.

Each day the computers are used to engage the students with learning and transport them beyond the walls of the classroom. Frequent computerized learning, ensures that Lakeland students achieve the expected ICT goals and develop the necessary skill set needed for life and learning in the 21<sup>st</sup> century.

This school has 8 networked computers and 6 laptops within the classroom each with internet access (security filtered).

Microsoft programs are used to prepare and publish tasks.

A digital projector and interactive whiteboard for shared presentations and web investigations has been mounted above the class computer lap to assist with ICT learning.

Frequent computerized learning, ensures that Lakeland students achieve the expected ICT goals and develop the necessary skill set needed for life and learning in the 21<sup>st</sup> century. For example, students use a software program to revise mathematical concepts and students use multi-modal resources to enhance their understanding of literacy concepts.

### Social Climate

Lakeland students' behaviour is outstanding with high expectations of traditional good manners, discipline and tolerance evident by all children within the school. Lakeland provides a high quality inclusive education that is relevant to the needs of the individual and engages and maintains student interest.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	DW	67%
this is a good school (S2035)	100%	DW	67%
their child likes being at this school (S2001)	100%	DW	100%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	100%	DW	100%
their child is making good progress at this school (S2004)	100%	DW	100%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	DW	33%
teachers at this school motivate their child to learn (S2007)	100%	DW	67%
teachers at this school treat students fairly (S2008)	100%	DW	67%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	67%

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%	DW	67%
this school takes parents' opinions seriously (S2011)	100%	DW	67%
student behaviour is well managed at this school (S2012)	100%	DW	33%
this school looks for ways to improve (S2013)	100%	DW	100%
this school is well maintained (S2014)	100%	DW	100%

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

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

# '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

Our school is friendly and welcoming, with parents/carers regularly being invited to school for events and learning celebrations. Staff, encouraging parents to be involved with the learning process and value open communication and building a strong connection between home and school. Academic reports are generated at the end of each semester, as outlined by Education Queensland; however parents are free to make an appointment with teachers to discuss progress at any time.

Parents specifically participate in their child's education by:

- Being a member of the P & C committee's fundraising ventures and meetings.
- Involving themselves in homework and at home Reading programs. Where parents (P-3) are encouraged to read with their children each evening and track homework.
- Developing personal goals with the student and classroom teacher.
- Joining the school for cultural, sports and coaching events at school and across the cluster.
- Parent involvement in extra-curricular activities.

### Reducing the school's environmental footprint

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

Lakeland State School has made an effort in 2015 to reduce the school's environmental footprint by implementing a number of strategies. These strategies include:

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	0	719
2013-2014	12,228	0
2014-2015	14,025	727

\*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.

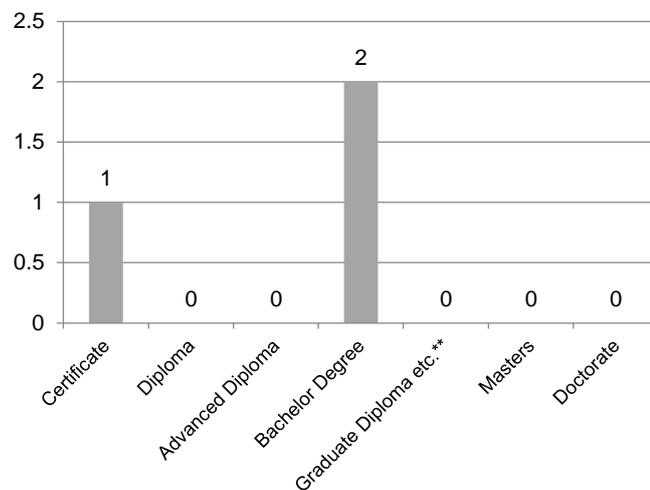
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	2	0
Full-time equivalents	2	1	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>3</b>



\*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 \$5008.22

The major professional development initiatives are as follows:

- Explicit Teaching
- One School
- English, specifically reading
- Using and analysing data

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.	99%	100%	98%

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

From the end of the previous school year, 100% 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).	88%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).		DW	DW

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%.

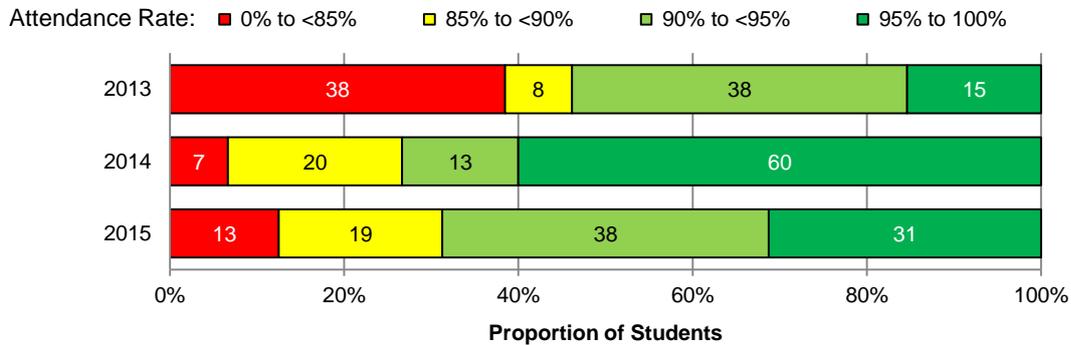
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	87%	89%	DW	85%	92%		DW						
2014	95%	95%	96%	DW	90%	98%							
2015	DW	92%	93%	90%	DW	94%	DW						

\*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.

Non-attendance is managed in state schools in line with the DETE 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 Lakeland State School class rolls are marked twice daily, once at 8:30am and immediately after second break, 1:30pm. When students are going to be absent from school for up to five days we request that parents notify the school by ringing the absentee line or the school office.

If they are to be away for greater than five days we request that the absence be put in writing.

If students are away for more than three consecutive days our school office will contact parents to reassure students' whereabouts and their safety.

Student attendance is tracked regularly and parents are contacted if student absence is continual or reoccurring.

Attendance is high – Absenteeism is generally linked to seasonal illness.

Rolls are marked daily using coding as required.

Phone calls are made to parents about absenteeism if required.

## 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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Sector:

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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 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.

### Apparent retention rates Year 10 to Year 12

	2013	2014	2015
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Year 12 student enrolment as a percentage of the Year 10 student cohort.

Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.

### Outcomes for our Year 12 cohorts

	2013	2014	2015
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Number of students receiving a Senior Statement

Number of students awarded a Queensland Certificate of Individual Achievement.

Number of students receiving an Overall Position (OP)

Percentage of Indigenous students receiving an Overall Position (OP)

Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).

Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).

Number of students awarded an Australian Qualification Framework Certificate II or above.

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Number of students awarded an International Baccalaureate Diploma (IBD).

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.

**Outcomes for our Year 12 cohorts**

2013

2014

2015

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 16 February 2016. The above values exclude VISA students.

**Overall Position Bands (OP)**

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013					
2014					
2015					

As at 16 February 2016. The above values exclude VISA students.

**Vocational Educational Training qualification (VET)**

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013			
2014			
2015			

As at 16 February 2016. The above values exclude VISA students.

**Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

**Early school leavers information**

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.