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 2012, 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 an effort to develop close relationships with the students, so that they deeply understand student’s individual
talents and learning needs.

Our school is clean and green and surrounded by open farm land and mountain ranges. During 2012 the school was fortunate to receive $60,000 in grants and has establish new native gardens throughout and a large water/sand-pit play space.

This report provides a snapshot of our achievements at Lakeland State School and information pertaining to enrolments, staffing, attendance, and goals. It included My School links to NAPLAN data for 2012 which indicate the progress our students have made in relation to state wide and national testing.

School Progress Towards its Goals in 2012

During 2012 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 the learning is central to improving the quality of teaching and learning across the whole school.

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

In 2012 key priorities included:

- Implementing an 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 the 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.
Our goals as set out in the Annual Implementation Plan for 2012 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 pedagogy for our school.
- Improve outcomes in reading/writing and numeracy.
  - Embedding the ‘I Do’, ‘We Do’, ‘You Do’ process in all classes.
  - Continuing the implement a clear and explicit Improvement Agenda targeted towards improving reading results throughout the school. Our vision for 2013 will be to ensure every child is achieving in terms of their reading ability. (Reading Comprehension Strategies)
  - Developing processes to assist students in transferring key knowledge and skills from short term memory to long term memory and improving the automaticity in recalling fundamental skills and concepts.
- Develop a culture of collecting/ analysing and using data to improve the learning of every student.
  - Implement a school based assessment framework aligned with cluster/regional requirements.
- Ensure all teachers can access and analyse school and systemically collected data.
- Develop and implement a coherent sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations in English, Maths and Science.
- Improve the use of ICTs in the classroom.
  - Utilise quality interactive software & devices (such as a listening post) that supports “at risk” and multi-age teaching.
  - Use the Smart Classroom, ICT Expectations Framework, to determine what the students “know and can do” and as a way to guide curriculum delivery, assessment and reporting.

Our progress so far has been very good with the majority of school goals being met with quite significant improvements.
Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>2011</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td>90%</td>
</tr>
<tr>
<td>2012</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>88%</td>
</tr>
</tbody>
</table>

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

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 by private vehicles, as there is currently no bus service. Most of the families’ occupations are associated with the local farming industry. 50% of our students are bilingual and speak Swiss/German in their homes.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>7</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Year 4 – Year</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Year 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Year 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum Offerings

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 had success with 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 designed to review critical content, through interactive/multimodal formats, these include:

- Power Point Presentations
Our school at a glance

- Mathletics
- Digital Flashcards
- I pad gaming

**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 and energetic Chaplin. Inside this program, students learn about themselves and others, by completing and reflection on a number of group challenges. These challenges include low ropes challenges, orienteering tasks and physical problem solving.

Another member of staff attached to the school, is well qualified to teach Drama, therefore the students are regularly involved in focused lessons and games that build confidence and performance skills.

**Extra Curricula Activities**

- Swimming lessons at Cooktown Pool, Term 4.
- Football and Netball Clinics at Cooktown School.
- An Aus-kick Clinic that visit the school weekly in term 1.
- School Camp to Cairns – Creative Arts Camp.
- Sport with Laura School alternate campus.
- P&C events and fundraisers.
- Cluster Arts celebrations (Laura Dance Festival show/ opening of new community centres).
- School social/community sporting events.
- Tennis nights.
- Summer Cricket.

**How Information and Communication Technologies are used to Assist Learning**

- Our school is well resources and has maintained a high computer ratio (one computer per student). We believe this is necessary in a multi-age classroom that focuses on delivering individualised learning programs.
- Each day the computers are used to engage the students with learning and transport them beyond the walls of the classroom. Frequent computerised learning, ensures that Lakeland students achieve the expected ICT goals and develop the necessary skill set needed for life and leaning in the 21st Century.
- The school has 11 networked computers within the classroom each with internet access (security filtered)
- Microsoft programs are used to prepare and publish tasks.
- A Digital projector for shared presentations and web investigations has been mounted above the class computer lap to assist with ICT leaning.
Our school at a glance

- In 2012 the School established three larger monitor sites. Each day teachers connect their laptops at these points and conduct explicit lessons with small groups.
- The entire school has wireless capabilities so that laptops and ipads at student’s desks can be considered in the future.

**Web-mail Communication Between Students on Site and Other Locations**

Frequent computerised learning, ensures that Lakeland students achieve the expected ICT goals and developing the necessary skill set needed for life and learning in the 21\textsuperscript{st} 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 the expectation 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.
- At Lakeland we are continually striving to build our students into respectful and responsible thinkers.
- Our three rules include: Be safe, Be Respectful and Be a Learner.
- The students live in a small community and spend most of their out of school social time together. Therefore, there is a strong culture of tolerance and acceptance of all students. This is evident, by the intimate family-like feeling at the school.
- At play times the students generally play together as a whole group with the older students teaching and modifying games to include everyone.
- A Chaplaincy Program provides additional pastoral care and support in social skills and the explicit teaching of values.
Parent, Student and Staff Satisfaction with the School

Based on the data collected by the School’s Option Survey the parents, students and staff highly agree that the school is providing an excellent education for students. All families regularly attend the P & C meetings and there is a culture of open and honest communication between home and school. This is achieved by developing individual homework packs, 5 weekly data review meetings with parents, communicating individual learning goals, letters home to parents, frequent emails and photos of student achievements, community and learning events/celebrations and school newsletters.

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>88.9%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>100.0%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously*</td>
<td>100.0%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Our school at a glance

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>100.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child’s education

Our school is friendly and welcoming, with parents/carers regularly being invited to school for events and learning celebrations. Staff, encourage 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:

- Attending Data Review Meeting every 5 weeks to discuss student progress and learning goal achievements.
- Viewing Reading, Spelling and Maths certificates of achievement - generated through Friday assessment practices.
- 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.
- Attending Reading workshops on Support-a-Reader and Ready Reader Programs.
- Joining the school for cultural, sports and coaching events at school and across the cluster.
Reducing the School’s Environmental Footprint

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

Lakeland S.S has made an effort in 2012 to reduce the school’s environmental footprint by implementing a number of strategies. These strategies include:

- Ensuring staff and students are reminded to switch off lights and fans when leaving a room.
- Only using the air-conditioner for a limited number of hours and within an appropriate temperature range.
- Aiming to print activity sheets double-sided to avoid waste of paper.
- Securing a grant to fund the procurement of more trees for our school oval.
- Proactively sourcing funding to install additional solar panels.

<table>
<thead>
<tr>
<th></th>
<th>Environmental footprint indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Electricity kWh</td>
</tr>
<tr>
<td>2009-2010</td>
<td>15,603</td>
</tr>
<tr>
<td>2010-2011</td>
<td>8,676</td>
</tr>
<tr>
<td>2011-2012</td>
<td>17,996</td>
</tr>
</tbody>
</table>
Our staff profile

Staff Composition, Including Indigenous Staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>1.4</td>
<td>0.9</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>3</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was $4,000.
The major professional development initiatives are as follows:

- Explicit Teaching
- One School
- English, specifically reading
- Using and analysing data
- Australian Curriculum and C2C resources

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

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff and school leaders.</td>
<td>99.7%</td>
<td>99.7%</td>
<td>99%</td>
</tr>
</tbody>
</table>

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

From the end of the previous school year, 100% of staff were retained by the school for the entire 2012 school year.

**School Income Broken Down by Funding Source**

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.
Performance of our students

Key student outcomes

Student attendance

Lakeland State School is a warm and friendly place to go to school. Students enjoy coming to school and we are proud of the fact that our attendance, across the school is above 93% and that our parents continue to support us with this.

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student Attendance Rate for each Year Level (shown as a percentage)

<table>
<thead>
<tr>
<th></th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>DW</td>
<td>na</td>
<td>na</td>
<td>DW</td>
<td>na</td>
<td>94%</td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>DW</td>
<td>97%</td>
<td>na</td>
<td>na</td>
<td>DW</td>
<td>na</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>DW</td>
<td>92%</td>
<td>96%</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Attendance is high – absenteeism is generally linked to seasonal illnesses. Rolls are marked daily using coding as required. Phone calls are made to parents about absenteeism if required.
Performance of our students

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 Lakeland State School class rolls are marked twice daily, once at 9.00am and immediately after second break i.e. 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.

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/](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.
Performance of our students

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector [ ] Government

[ ] Non government

SEARCH

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.