



Lakeland State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



| | |
|-----------------|---|
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School Overview

Lakeland State School is a remote rural school in Far North Queensland located on the Mulligan Highway 250 kilometres north of Cairns and 86 kilometres south of Cooktown. Lakeland State School is a campus of the Southern Cape College. Other schools in the Southern Cape Cluster include: Cooktown, Rossville, Hopevale, Bloomfield and Laura. There are approximately 17 students enrolled. Our school is a part of the Remote Kindergarten Pilot with Kindergarten students attending a 5 day fortnight. During Kindy days we seek to make meaningful links between the Australian Curriculum and the Early Years Framework and where possible Kindy students work within a composite class context. Our Prep to Year 6 curriculum is based on the Australian Curriculum, largely implemented through the Queensland Curriculum into the Classroom (C2C) program. We differentiate for the diversity of learners enrolled, ensuring our programs cater for those children below, at or above academic expectations and for children whose needs necessitate modifications to the learning environment to allow them to participate equitably. Environmental and Health Education is an important curriculum component of our school with the implementation of a Kitchen Garden program. The students learn about sustainable and organic gardening practices within the context of a dedicated garden space. The produce harvested is then prepared and cooked using a variety of healthy recipes. Our school also supports the Chaplaincy program and our students look forward to Chappy Day. The teaching facilities consist of two teaching blocks, an undercover play area, sandpit, covered Junior Adventure Playground and a sealed tennis/multipurpose court. Teaching blocks are fully air conditioned, have computer access and are linked to the information technology network. Many of the families in the school community have a Language Other Than English and have experienced cultures other than that of Australia. Another interesting feature of the local population is one of multicultural living which is due to a transient population of foreign backpackers who work on the large banana plantations in the area. Some of the day to day disadvantages of living in a remote community include the lack of access to medical services, transport, post office, police, theatre, shops, services or sporting facilities and clubs. The Parents and Citizens Association plays a vital and active role in the school assisting with strategic directions, community partnerships, events and fundraising projects. The Parents and Citizens Association supports the school with funding for school resources and infrastructure projects.

Principal's Foreword

Introduction

Lakeland State School aims to achieve quality outcomes for all students within a caring and supportive learning environment. We are committed to seeing all students succeed and view themselves positively as lifelong learners. We use the following tools to assist in achieving these goals: tracking individual academic progress, multi-age and individualised programs, professional dialogue and development for all staff to keep growing and working together as a team, and open communication with parents, caregivers and our wider community.

Throughout 2016, Lakeland State School has continued to celebrate what is done well, in addition to stretching ourselves to improve and refine our programs and pedagogy to bring the best outcomes possible for our students. We have revised our Reading Program from Prep to Year 6 and extended the resources in our Guided Reading library. Consideration of the Australian Curriculum has been at the centre of our Literacy planning as well as being reflected in Numeracy experiences. The school has focussed on purchasing quality resources, up-skilling staff and continuing to use a number of interactive programs that support individualised learning.

Despite our remote location, we are committed to providing quality academic, sporting and cultural experiences for our students. At Lakeland State School the caring and welcoming nature of staff, students and parents creates a safe and supportive learning environment for all. We are a small rural school that makes the business of knowing and valuing all members of our school community a priority. The staff make an effort to develop close relationships with the students, so that they deeply understand students' individual talents and learning needs.

School Progress towards its goals in 2016

During 2016 Lakeland State School has continued to progress towards its goals with Literacy and Numeracy remaining key areas of improvement. We believe strong working partnerships and open conversations about students and their learning in 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 component for informing curriculum directions.

In 2016 key priorities included:

- 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 strategy for our school.
- Improving 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 was to ensure every child was achieving in terms of their reading ability. While some students were still below the Year Level benchmarks, it was very exciting to note that each student made a year's progress in Reading throughout 2016.

Future Outlook

Our initiatives for 2017 as outlined in the Annual Implementation Plan and Investing for Success Agreement include:

- Utilising post and pre testing on FNQ Diagnostic Maths tools
- Viewing models for Reading Intervention Programs from other school that have experienced success in this area.
- Training for teacher aides in a chosen structured Reading Intervention Program.
- Collecting data throughout the year, for Junior grades, via the Early Start Tool.
- Problem Solving Professional Development for teachers and teacher aides.
- Jolly Phonics Professional Development for teacher aides
- Seven Steps to Writing Success and other Literacy Professional Development for teachers.
- Reviewing Numeracy instruction so that it reflects the Australian Curriculum and Achievement Standards. This will include phasing out the Connecting Maths programs and utilising and modifying the C2C Mathematics materials for our Year 1 cohort. Multi-age units for other Junior and Senior grades will follow into 2018.

Our School at a Glance

School Profile

| | |
|--|--------------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Kindy/Prep Year - Year 6 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 12 | 6 | 6 | 1 | 79% |
| 2015* | 17 | 7 | 10 | 2 | 87% |
| 2016 | 19 | 6 | 13 | 2 | 90% |

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 2016, 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

Overview

The school has one multi-age classroom that operates two separate teaching programs: a junior school program and a senior school program. Both programs are developed and are closely monitored by the Teaching Principal. In 2017, our school joined the Remote Kindergarten Pilot and we operate a 5 day fortnight program based on the Early Year's Framework within a composite setting. At present, there are larger student numbers in the junior sector than the senior sector.

Students living within the small township of Lakeland, in which the school is also located, walk or ride their bikes to school and those living on agricultural farms and cattle stations travel to school in private vehicles, as there is currently no bus service. Most of the families' occupations are within the local farming/agricultural industry. Approximately 60% of our students are from bilingual families and Swiss, German, Spanish, Gujarati, Afrikaans or Japanese is spoken in their homes.

Average Class Sizes

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | 6 | 14 | 12 |
| Year 4 – Year 7 | | | 7 |
| Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Given the small numbers of students at the school, we are able to offer individual attention in the implementation of learning programs and differentiated reading and spelling programs. Some of the key Foundation Learning Programs we have



experienced success with include: Jolly Phonics, PM Reading, Spelling Mastery, Fitzroy Reading and more recently we have also included 7 Steps to Writing Success and Jigsaw Maths Problem Solving.

In all areas of curriculum delivery from English, Guided Reading and Comprehension strategies to Science and Art, we seek to incorporate an explicit teaching focus. Our multi-age programs are also embedded in group rotations and students are taught skills independent working habits. In addition our Kindergarten program is embedded in age appropriate pedagogies.

Co-curricular Activities

Over the last five years, the Lakeland students have been involved in a weekly values program that is delivered by the Cluster's experienced and energetic, Chaplain. Within this program, students learn about themselves and others, by completing and reflecting on a number of group challenges, outdoor activities and interactive problem solving tasks.

Additional extra-curricular activities include:

- Swimming lessons at the Cooktown Pool, Term 4
- An AFL Auskick clinic—weekly sessions in Term 1
- School Camp to Tinaroo Environmental Education Centre
- Sports events each term with the Southern Cape Cluster
- Cluster Arts programs—Rubbish to Art
- P&C events and fundraisers

How Information and Communication Technologies are used to Assist Learning

Our school is well resourced and has maintained a high computer ratio (currently one laptop per student). We believe this is necessary in a multi-age classroom that focuses on delivering independent learning experiences as part of group rotations. Each day the computers are used to help engage students and transport them beyond the walls of the classroom. Frequent computerized learning, ensures that Lakeland students achieve the expected ICT goals and develop the skill sets required for life and learning in the 21st century.

The school has 8 networked computers and 16 laptops within the classroom each with internet access that is security filtered. Microsoft programs are used to prepare and publish tasks. A digital projector and interactive whiteboard are also utilized as tools for instruction and learning.

Social Climate

Overview

Lakeland students' behavior is commendable with high expectations of respect, discipline and tolerance. Lakeland State School seeks to provide a high level of quality and inclusive educational experiences that are relevant to the needs of our students. We seek to provide a good balance between challenge and practice.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree [#] that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | DW | 67% | 67% |
| this is a good school (S2035) | DW | 67% | 33% |
| their child likes being at this school* (S2001) | DW | 100% | 100% |
| their child feels safe at this school* (S2002) | DW | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | DW | 100% | 100% |
| their child is making good progress at this school* (S2004) | DW | 100% | 67% |
| teachers at this school expect their child to do his or her best* (S2005) | DW | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | DW | 33% | 33% |
| teachers at this school motivate their child to learn* (S2007) | DW | 67% | 100% |
| teachers at this school treat students fairly* (S2008) | DW | 67% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | DW | 67% | 67% |
| this school works with them to support their child's learning* (S2010) | DW | 67% | 33% |
| this school takes parents' opinions seriously* (S2011) | DW | 67% | 33% |
| student behaviour is well managed at this school* (S2012) | DW | 33% | 33% |
| this school looks for ways to improve* (S2013) | DW | 100% | 33% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| this school is well maintained* (S2014) | DW | 100% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| 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% | 80% |
| 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% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 100% | DW | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | DW | 100% |
| they receive useful feedback about their work at their school (S2071) | 100% | DW | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | DW | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | DW | 100% |
| students are treated fairly at their school (S2073) | 100% | DW | 100% |
| student behaviour is well managed at their school (S2074) | 100% | DW | 100% |
| staff are well supported at their school (S2075) | 100% | DW | 100% |
| their school takes staff opinions seriously (S2076) | 100% | DW | 100% |
| their school looks for ways to improve (S2077) | 100% | DW | 100% |
| their school is well maintained (S2078) | 100% | DW | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% | DW | 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

Our school is friendly and welcoming, with parents/carers regularly being invited to the school for events and learning celebrations. Staff seek to support parents in their involvement in the learning process and value open communication with the



goal of building strong connections between home and school. Academic reports are generated at the end of each semester, as outlined by Education Queensland. Furthermore, parents are free to make an appointment with teachers to discuss progress and or concerns at any time.

Parents specifically participate in their child's education by:

- Membership or attendance at P&C meetings and fundraising ventures
- Support for Homework and Home Reading programs
- Attendance at Cluster sports, coaching and cultural events
- Involvement in extra-curricular activities
- Attendance at Parent Teacher Interviews

Respectful relationships programs

The following statement is required and must not be removed. Principals should briefly describe how their programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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 | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 0 | 0 | 1 |
| 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.

Environmental Footprint

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 2016 to reduce the environmental footprint by careful use of air conditioning units to be used at the recommended temperatures as advised by Education Queensland and education for both students and staff re: management of our resources.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 12,228 | 0 |
| 2014-2015 | 14,025 | 727 |
| 2015-2016 | 21,802 | 1,120 |

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

GO

Sector:

Government

Non-government

SEARCH

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

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 2 | 3 | 0 |
| Full-time Equivalent | 2 | 2 | 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 | 2 |
| Diploma | |
| Certificate | 1 |

*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 2016 were \$[INSERT VALUE].

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 100% | 98% | 99% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 75% of staff was retained by the school for the entire 2016.

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 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 94% | 92% | 88% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | DW | DW | 88% |

*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 2016 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 |
| 2014 | 95% | 95% | 96% | DW | 90% | 98% | | | | | | | |
| 2015 | DW | 92% | 93% | 90% | DW | 94% | DW | | | | | | |
| 2016 | 95% | 95% | 94% | 89% | 76% | 78% | 85% | | | | | | |

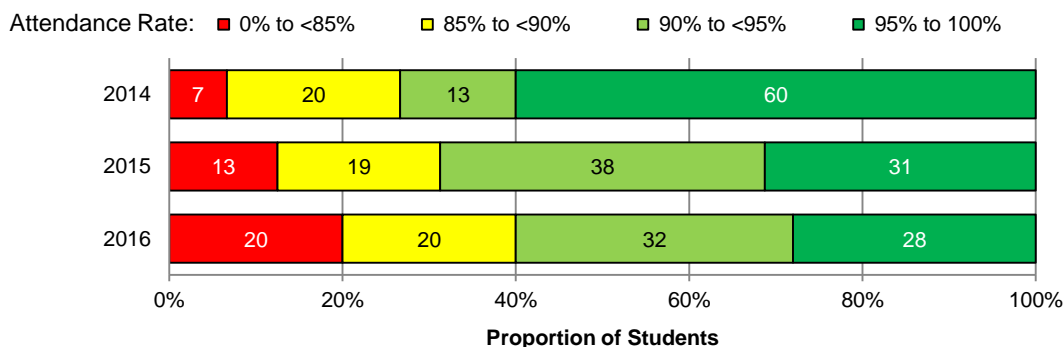
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

| 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 |

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.

At Lakeland State School class rolls are marked twice daily, once at 8:30am and after second break at 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 notified in writing. If students are away for more than three consecutive days, our school office will contact parents to confirm students' whereabouts and safety. Student attendance is tracked regularly and parents are contacted if students' absence is continual or recurring.

Attendance is high and absenteeism is generally linked to illness or trips to larger centres for medical and allied health services and appointments. Rolls are marked daily using coding as required and phone calls are made to parents about absenteeism if required.

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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Non-government

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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.

Conclusion

