Lockhart State School

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Lockhart State School is in Lockhart River, the most northerly town on the east coast of the Cape York Peninsula. The student population is about 130, with classes from Pre Prep to Secondary. Most of the 700 residents of Lockhart River are descendants of Aboriginal people brought into the Lockhart River Mission in 1924. The people came from the Umpila, KuukuYa'u, Uutaalnganu, Kaanji, Kantanumpu and the Wuthathi to the north. Lockhart Creole is the main Home Language of Lockhart. The school was built in 1970 after the relocation of the community from Old Site to Lockhart. Most secondary students attend boarding school but, for the few who do not, the school offers an alternate program in Art (LockART) and Functional Literacy and Numeracy and Classrooms on Country. Preparation for transition to boarding school an important focus for years 5 and 6. The primary classes teach the Australian Curriculum. Most classes have 2 teachers to assist with closing the gap for indigenous school learners.

Lockhart State School believes in building strong and respectful relationships with students and community. We respect culture and believe that "the culture of a strong people holds onto its roots in the past, to build on them in the present and to move towards the future in both new and old ways." (David Thompson) We believe in high expectations and the professional and engaging delivery of curriculum. We believe in equal opportunities for all. We believe it is a privledge to work and live in the Lockhart Community.

Principal's Foreword

Welcome to the Lockhart State School 2016 School Annual Report. This report provides parents, staff, prospective staff and the community with a comprehensive report of the goals of Lockhart State School for 2016 and the progress the school has made towards achieving those goals. It also provides details of the school's ongoing goals and priorities. We hope it provides an insight into our dynamic, remote community school. We welcome any inquiries or feedback.

Introduction

School Progress towards its goals in 2016

School Attendance at 80%	In 2016 the RSAS (Remote School Attendance Strategy) continued to fund the employment of 6 Student Attendance Officers and support attendance strategies. We aim to reach 80% attendance in 2018. Attendance for 2016 was 72%.
Literacy-95% of students reading at regional benchmark by year 6	In 2016 the reading SWAT team continued to assist with the 30 minute explicit reading groups in every classroom, every day. 75% of year 6 students were reading at or above PROBE 12.
Numeracy-75% of students above NMS by year 5 NAPLAN	2 teachers in most classrooms have provided the ability for classes to stream groups for the explicit teaching of mathematics at student level. 44% 11 out of 25 of year 5 students were above NMS.
Increase local employment and capacity	In 2016 50 local staff were employed at Lockhart State School throughout the year.
Infrastructure: Improve the facilities to equal or better urban schools	In 2016 Lockhart State School successfully sought a grant to build the covered sport complex. Work began in 2017.
Quality Teaching: Build capacity in remote teachers (traditionally inexperienced) to improve ACARA delivery and student outcomes	In 2016 Lockhart State School worked with Trinity Beach State School to facilitate quality explicit teaching observations by Lockhart Teachers. 12 teachers observed lessons for 3 days at Trinity Beach.

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Future Outlook

School Attendance – 80% by 2018	Continue RSAS Continue to revise and implement School Attendance Strategies
Improved year 3 reading - 20% at benchmark	Continue Reading SWAT team. Build capacity in TAs. Purchase resources
Community in School – Culture Fridays, 2 trained teacher aides in every room	PD for local staff in Normanton – August 2017 Weekly PD for TAs Regional Community Engagement Team and Tanya Major PD
Improved ICTs	20 New student laptops New C4Ts New Touch Panels and PD
Infrastructure	Commencement of Sports Complex Completion of shelving B Block Pre Prep landscape upgrade Digital Communication Board
Quality Teachers Quality Teaching: Build capacity in remote teachers (traditionally inexperienced) to improve ACARA delivery	Trinity Beach quality explicit teaching observations Boomerang Transfers to attract experienced staff Housing repairs

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	124	71	53	121	79%
2015*	113	53	60	110	82%
2016	117	62	55	114	84%

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 13 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 Lockhart State School student body consists of 130 vibrant Lockhart River children. There are 9 classes from Pre Prep to Secondary. All students, with the exception of 1, are descendants of Aboriginal people brought into the Lockhart River Mission in 1924. The people came from the Umpila, KuukuYa'u, Uutaalnganu, Kaanji, Kantanumpu and the Wuthathi to the north. Lockhart Creole is the main Home Language of Lockhart. For all indigenous students at Lockhart State School, Standard Australian English is a second language. Most secondary students attend boarding school but, for the few who do not, the school offers an alternate program in Functional Literacy and Numeracy and Classrooms on Country. Preparation for transition to boarding school an important focus for years 5 and 6. Re entry into boarding schools is a focus for secondary. The primary classes deliver the Australian Curriculum through Explicit Teaching. 30% of students have a verified hearing loss and sound field systems are used in all classrooms. Excusions and travel are an important part of devepoping the whole child in a remote area. Camps and sports trips are keenly anticiapated by the students. Family and culture are a very important part of Lockhart students' lives.

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	20	15	19
Year 4 – Year 7	18	18	15
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

- The Pre Prep facilit delivers a play based Early Learning Centre compliant with the National Quality Framework

- The Australian Curriculum is delivered to all year levels from Prep to Year 6
- Curriculum covers 7 key learning areas – English, Numeracy, Science, Humanities, HPE, The Arts and Technology
- Lessons are delivered through explicit Instruction "I do", "We Do", "You Do".
- Curriculum and assessment consistency is ensured through the use of specific text books and resources outlined in the school Curriculum Overview
- Assessment is according to the school's Assessment Schedule and includes diagnostic and anecdotal tests
- Reporting includes written reports each semester and parent teacher interviews mid term
- Transitions to high school is a weekly subject in Year 6
- THRASS is the schools signature phonics pedagogy
- The alternate secondary program meets the needs of a diverse group of students offering functional literacy and numeracy and subjects of high engagement (Classrooms on Country)

Co-curricular Activities
- Rugby League
- Fat Bikes
- Aussie Rules
- Rugby Union
- Aus Tag
- Laura Dance Festival Preparation
- Net Ball
- Bush Walking
- Bush Tucker collecting
- Chilli Beach Clean Up
- Art Program with local Gallery

How Information and Communication Technologies are used to Assist Learning
- IPADS
- Lap tops
- Typing programs
- GPS Mapping devises – GEO Caching
- Community electronic communication board
- Touch Panels
- Sound Field Systems

Social Climate

Overview
Lockhart State School is a remote school with the majority of students coming from indigenous families local to the area. The school wide behaviour plan in proactive rather than reactive. The behaviour plan is based on Laurel Downey's Calmer Classrooms, Chris Sara's High Expectations Relationships, Dan Siegel's "Whole Brain Child" and Positive Behaviour for Learning and Essential Skills for Classroom Management. Classroom behaviours can be challenging. Most classes have 2 teachers and 2 teacher aides to create alternative learning opportunities to decrease disruption to learning. Major behaviours are addressed with suspension and parent consultation. Teachers are encouraged to create positive and engaging learning environments. Student engagement in learning is the priority.
Outside agencies from Education QLD, QLD Health, Apunipima, LTTS, RFDS, RAATCCIP and Child Safety assist to address the diverse range of student needs.

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)		100%	
this is a good school (S2035)		100%	
their child likes being at this school* (S2001)		100%	
their child feels safe at this school* (S2002)		100%	
their child's learning needs are being met at this school* (S2003)		100%	
their child is making good progress at this school* (S2004)		100%	

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
teachers at this school expect their child to do his or her best* (S2005)		100%	
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		100%	
teachers at this school motivate their child to learn* (S2007)		100%	
teachers at this school treat students fairly* (S2008)		100%	
they can talk to their child's teachers about their concerns* (S2009)		100%	
this school works with them to support their child's learning* (S2010)		100%	
this school takes parents' opinions seriously* (S2011)		100%	
student behaviour is well managed at this school* (S2012)		100%	
this school looks for ways to improve* (S2013)		100%	
this school is well maintained* (S2014)		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%	95%
they like being at their school* (S2036)	95%	100%	95%
they feel safe at their school* (S2037)	100%	100%	85%
their teachers motivate them to learn* (S2038)	100%	100%	95%
their teachers expect them to do their best* (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	90%	100%	86%
teachers treat students fairly at their school* (S2041)	100%	100%	95%
they can talk to their teachers about their concerns* (S2042)	100%	100%	90%
their school takes students' opinions seriously* (S2043)	95%	100%	90%
student behaviour is well managed at their school* (S2044)	95%	86%	60%
their school looks for ways to improve* (S2045)	100%	100%	86%
their school is well maintained* (S2046)	100%	100%	81%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	96%	91%
they feel that their school is a safe place in which to work (S2070)	82%	88%	82%
they receive useful feedback about their work at their school (S2071)	100%	87%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	91%	100%
students are treated fairly at their school (S2073)	100%	87%	100%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	64%	61%	73%
staff are well supported at their school (S2075)	64%	87%	91%
their school takes staff opinions seriously (S2076)	64%	83%	91%
their school looks for ways to improve (S2077)	100%	91%	100%
their school is well maintained (S2078)	100%	88%	100%
their school gives them opportunities to do interesting things (S2079)	91%	88%	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 welcome at Lockhart State School at all times. Parent Teacher interviews are held at the end of Term 1 and Term 3. Lockhart State School is proud of the parent attendance at these interviews. The evenings include a BBQ and entertainment. Every Friday the school has Culture. All community is encouraged to attend as most work places have a half day. Culture is held at the Local Store in good weather. The School ensures it hosts a community event regularly to keep education and the school an important part of our community. Events have included "Read 2 Me Day", Seany Chilborough, Matty Bowen, Mission Australia Music, the local East Coast Band, Fair Days, Big Ears Day, Sports events etc.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.
Lockhart State School has worked with Dan Siegel's writings, "Healthy Harold", LTTS, Calmer Classrooms, RFDS and Queensland Mental Health to develop a proactive approach to behavior management. Teachers are supported to understand the impact of Transgenerational Trauma and are encouraged to de-escalate situations. Students that pose a threat to others are removed from the school and taken to their family.
Students start the day with a parade where they recite the 3 school rules – I will respect myself, I will respect others and I will respect the environment. These are embedded in daily learning through Positive behavior 4 Leaning.

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	8	10	9
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

Solar Panels have been repaired and it is anticipated that out footprint will lighten.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	83,948	0
2014-2015	39,968	
2015-2016	90,512	

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.

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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

School name [GO]

Suburb, town or postcode

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	15	34	30
Full-time Equivalents	15	25	21

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Bachelor degree	11
Diploma	2
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors 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 $ 95,333

The major professional development initiatives are as follows:

- Community Engagement
- THRASS
- Trinity Beach Class Observations
- ACARA
- Child Safety
- Attachment Theory
- ESCM

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.	97%	98%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 69% of staff was retained by the school for the entire 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:

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STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	69%	68%	72%
The attendance rate for Indigenous students at this school (shown as a percentage).	69%	67%	72%

*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.

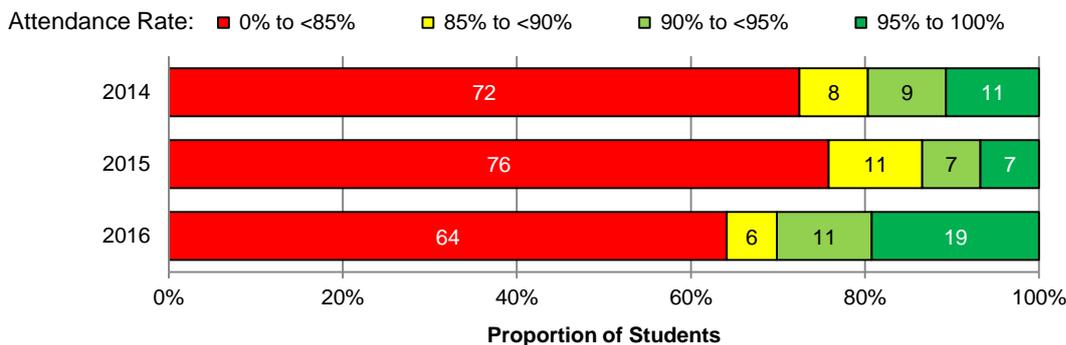The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

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	71%	71%	81%	75%	73%	72%	82%	75%	42%	45%	47%	33%	33%
2015	64%	68%	84%	74%	71%	75%	74%	89%	33%	DW	34%	55%	52%
2016	69%	68%	67%	83%	74%	74%	76%	85%	68%	47%	52%	38%	

*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:

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	72	8	9	11
2015	76	11	7	7
2016	64	6	11	19

Proportion of Students

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.

- Rolls are marked electronically twice a day by class teachers
- Students are collected in the morning by the school bus
- Student Attendance Officers check rolls and visit homes of all non-attenders
- The school follows an extensive attendance plan with a huge range of strategies
- After 15 days of nonattendance and investigating students are removed from the roll and referred to other agencies including the local Justice Group
- The Mayor works closely with the school and is opening a water park in August. Entry will be based on school attendance..

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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Find a school

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 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.

Early leavers information

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

Students are encouraged to attend boarding schools for their secondary schooling. Lockhart State School works closely with the Transition Support Team (TSS) to ensure successful boarding school transition and retention. This includes organizing students to return to boarding school after holidays and funerals. It involves close relationships with boarding schools to address issues and support students and families. It involves the monitoring of all school aged children in Lockhart whether they are boarding, at Lockhart State School or disengaged in community.
All students capable of achieving a QCE are at boarding school.
The students who lack the academic skills to achieve a QCE or who have serious behavior management issues remain at Lockhart School. The program at Lockhart secondary aims to maximize engagement and attendance and build self-esteem and employability, ultimately deterring incarceration, addictions and suicide. Liaising with outside agencies is paramount to the success of education for disengaged youth. Early leavers are monitored by the school, Lockhart Shire Council, Police and outside agencies.

In Conclusion
We at Lockhart State School consider it a privilege to educate Lockhart's Children from Pre Prep to employment.
Lockhart State School strives to prepare students for boarding school so they can experience a broader range of opportunities. We see our role in supporting students in boarding as an important responsibility. Lockhart State School works with community to raise the profile of education. We aim to make community the best it can be and hope professional positions in community will be filled by local professionals in the future.

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