

# Lockhart State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Welcome to the Lockhart State School 2015 School Annual Report. This report provides parents, staff and the community with a comprehensive report of the goals of Lockhart State School for 2015 and the progress the school has made towards achieving those goals. It also provides details of the schools on-going goals and priorities.

### School progress towards its goals in 2015

Goal	Progress
Improve School Attendance	In 2015 the RSAS (Remote School Attendance Strategy) program continued to fund the RSAS  School Attendance for the year was 64%  The program will continue in 2016 (as of June 2016 attendance is over 70%)
Improve Literacy Outcomes Improve Numeracy Outcomes	In 2015 a reading SWAT team was introduced to assist with the 30 minute reading session in each classroom. Over 50% of students in years 4, 5 and 6 reached regional benchmark  In 2015 the year 4/5 class was streamed to maximize learning for all students. The MSS Improvement was up in all 5 areas for both 2014 – 2015 and 2008 – 2015.
Increase local employment	35 members of staff in 2015 were local Lockhart River citizens  Over 50 were employed throughout the year
Upgrade Infrastructure	B Block was painted – internal and external

	<p>C Block was painted – external</p> <p>A grant application was submitted for the construction of the tennis court roof</p>
Improve ICT	80 IPADS were purchased for student use
Quality Teaching	A whole school curriculum was implemented. 2 Teachers cooperatively taught in 5 out of the 8 classrooms. Teachers observed quality teachers. The Principal and Deputy observed and fed back for explicit teaching and behaviour management.

#### Future outlook

Improved School Attendance	<p>Continue RSRS program</p> <p>Continue to implement school attendance strategies</p>
Improved Year 3 Reading Improved whole school literacy	A swat team of people with good literacy skills and standard Australian English was recruited in week 1 to support reading groups in 6 classes for 30 minutes everyday
Community in School	<p>The employment of local community will continue to be a priority. 2-4 local teacher aides will be employed in every class.</p> <p>PD has been targeted in 2016 to build capacity in local employees.</p>
Infrastructure	<p>Tennis Court project has a project manager and estimated time of completion is September.</p> <p>Shelving is being fitted in 4 classrooms.</p>
Improve ICT	<p>20 laptops have been purchased for student use</p> <p>20 more will be purchased for the lower school</p> <p>A manager for the IPADS has been delegated</p>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	117	71	46	115	84%
2014	124	71	53	121	79%
2015	113	53	60	110	82%

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 2015, there were 16 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:

Lockhart State School provides education for males and females from pre prep to year 12 in the remote Lockhart River Community. Lockhart River has a population of 700. The school has 130 students. Almost 100% of the students identify as Aboriginal or Torres Strait Islander. The majority of the students identify English as their second language as the community speaks a local creole. Families encourage their children to complete their secondary education at a boarding school. The school supports this through Transition Support Services. The service connects students with boarding schools. Students who remain in, or return to, community participate in an alternate secondary program focusing on RTO certificated courses, foundation learning and culture. 30 students have a verified hearing loss. The school has a full time special education allocation and liaises closely with Queensland Health.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	20	12
Year 4 – Year 7 Primary	19	18	12
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

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	12	8	10
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

English (delivered through explicit lessons): foundation learning programs including Spelling Mastery, Language for Learners Units, consolidations, CSI Comprehension, PM readers,

Maths (delivered through explicit lessons): C2C, RoleM maths, EMMS and JEMMS, Quicksmart, Targeting Maths, consolidations, ACARA

History (delivered through explicit lessons): C2C units, consolidations

Science (delivered through explicit lessons): C2C units, consolidations

Geography (delivered through explicit lessons): C2C units, consolidations

Physical Education: AFL program, Secondary Health Program, Core of Life, Rugby Union Program, Rugby League Program, Brain Gym

### Extra curricula activities

Culture – Dance and traditional costume making -weekly

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

Ipads and Laptops are used to enhance learning in all KLAs. By September 2016 we aim to have 100 IPADS and 40 student laptops. The ICT program and connectivity at Lockhart State School is supported by the Regional Tech Team.

Sound Field Amplification systems are fitted in all classrooms

Interactive Whiteboards are mounted in all classrooms

3 class set of iPads with APPS

2 Class sets of class lap tops

Wireless connectivity in all classrooms

### Social Climate

Lockhart State School's daily morning parade sets the tone for the school. The parade includes acknowledgment of Elders by school student leaders. The students are explicitly taught the focus of the week. The focus is consolidated in class and for a week on parade. The focus' come from the School Wide Positive Behavior Program. The program includes weekly SWPB staff meetings. The school promotes the core values of respect for self, others and the environment. Parents are made to feel welcome at the school through term parent teacher nights and an open door approach. The school climate is one that promotes confidence and a love of learning with positive support.

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

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%		100%
this is a good school (S2035)	97%		100%
their child likes being at this school (S2001)	100%		100%
their child feels safe at this school (S2002)	93%		100%
their child's learning needs are being met at this school (S2003)	97%		100%
their child is making good progress at this school (S2004)	97%		100%
teachers at this school expect their child to do his or her best (S2005)	97%		100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%		100%
teachers at this school motivate their child to learn (S2007)	97%		100%
teachers at this school treat students fairly (S2008)	96%		100%
they can talk to their child's teachers about their concerns (S2009)	97%		100%
this school works with them to support their child's learning (S2010)	93%		100%
this school takes parents' opinions seriously (S2011)	97%		100%
student behaviour is well managed at this school (S2012)	97%		100%
this school looks for ways to improve (S2013)	100%		100%
this school is well maintained (S2014)	100%		100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	95%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	90%	100%
teachers treat students fairly at their school (S2041)	100%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	95%	100%
student behaviour is well managed at their school (S2044)	80%	95%	86%
their school looks for ways to improve (S2045)	80%	100%	100%
their school is well maintained (S2046)	80%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	82%	88%
they receive useful feedback about their work at their school (S2071)	100%	100%	87%
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%	100%	91%
students are treated fairly at their school (S2073)	100%	100%	87%
student behaviour is well managed at their school (S2074)	100%	64%	61%
staff are well supported at their school (S2075)	88%	64%	87%
their school takes staff opinions seriously (S2076)	88%	64%	83%
their school looks for ways to improve (S2077)	100%	100%	91%
their school is well maintained (S2078)	100%	100%	88%
their school gives them opportunities to do interesting things (S2079)	94%	91%	88%

# '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

**The community engagement at Lockhart State School has increased dramatically in 2015 with over 30 local staff members employed casually.**

**Parents are invited to 4 Parent Teacher Nights a year. These were attended in 2015 by over 50% of parents.**

**Community BBQs are held every term.**

### Reducing the school's environmental footprint

Lockhart State School is a Power Savvy School. The program is delivered in partnership with Ergon Energy and ensures that all staff and students are educated in power saving measures. New air conditioners were installed in 2012.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	64,117	0
2013-2014	83,948	0
2014-2015	39,968	

\*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

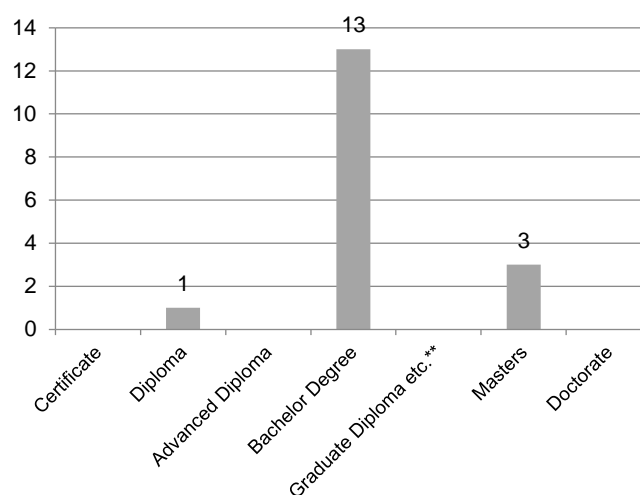
Over 30 local staff have been employed at Lockhart School. All ancillary staff except for 2 are on casual wages due to transience. Local employment and quality teachers are a priority at Lockhart School.

In 2016 an alliance with Trinity Beach State School has been developed for teachers to observe quality teachers.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	2	<5
Full-time equivalents	17	2	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	1
Advanced Diploma	
Bachelor Degree	13
Graduate Diploma etc.**	
Masters	3
Doctorate	
<b>Total</b>	<b>17</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 \$

The major professional development initiatives are as follows:

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- Explicit Teaching
- Profiling
- ELP Leadership Training
- SWPBS
- Stronger Smarter
- RSAS
- Tania Major
- First Aid

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%	97%	98%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 71% 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

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).	79%	69%	68%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	69%	67%

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 P-10/P-12 schools was 90%.



### Student attendance rate for each year level (shown as a percentage)

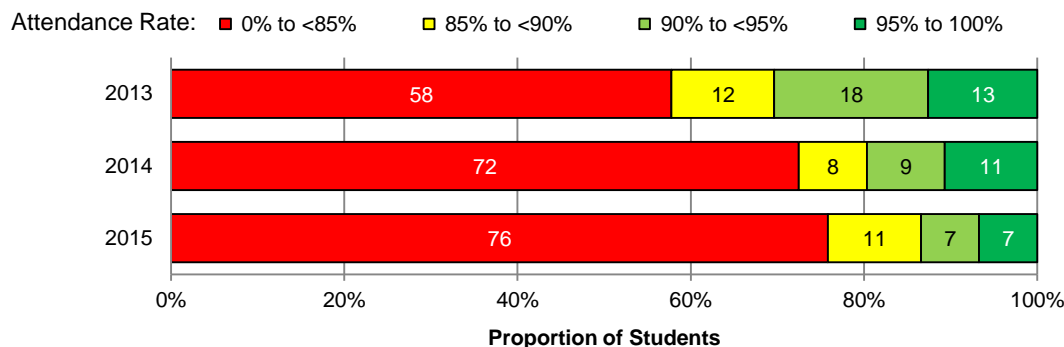
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	80%	78%	78%	83%	83%	80%	80%	79%	84%	77%	68%	69%	DW
2014	71%	71%	81%	75%	73%	72%	82%	75%	42%	45%	47%	33%	33%
2015	64%	68%	84%	74%	71%	75%	74%	89%	33%	DW	34%	55%	52%

\*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.

Lockhart State School has an extensive attendance Strategy and we are pleased to report much improved attendance in 2016.

Rolls are marked by teachers twice a day on Oneschool.

Attendance data is circulated to teachers. The school management team meet once a week and discuss data. A school bus collects students every school morning.

Amongst many incentives students who attend school 5 days a week go into a Meat Tray draw.

Students who attend over 95% for the semester receive \$100 worth of power cards.

There is an ongoing drive to improve parents valuing of education through our secondary boarding program and strong community realtions and employment.

In 2015 all school age students in Lockhart have been included on the school roll.

The Remote School Attendance Strategy has been implemented to improve and maintain attendance.

### 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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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
Year 12 student enrolment as a percentage of the Year 10 student cohort.	25%	100%	0%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	25%	100%	0%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement		1	
Number of students awarded a Queensland Certificate of Individual Achievement.		0	
Number of students receiving an Overall Position (OP)		0	
Percentage of Indigenous students receiving an Overall Position (OP)		0%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).		0	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).		0	
Number of students awarded an Australian Qualification Framework Certificate II or above.		0	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		0	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		0%	

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students awarded an International Baccalaureate Diploma (IBD).		0	
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
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.		0%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

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

<b>Overall Position Bands (OP)</b>					
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	0	0	0	0	0
2015					

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

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013			
2014	0	0	0
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.

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Early leavers are encouraged to register with CDEP to be supported to enter traineeships. Students who leave boarding schools early are encouraged to enroll at Lockhart State School.

In 2014 traineeships included teacher aide, stockman and fencer.

Lockhart State School is working with Lockhart River Council, My Pathways and School and Beyond to create career paths for school leavers.