Lockhart State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

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From the Principal

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 approx 118, with classes from Kindy to Secondary – catering for up to Year 12. 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, 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. A high proportion of secondary students attend boarding school while for the other secondary students, the school offers year 7 to 12 Curriculum and engaging units based around project learning. Preparation for transition to boarding school is an important focus for years 5 and 6. The primary classes teach the Australian Curriculum. Classes are small and all have access to a Teacher Aide 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. LOCKHART STATE SCHOOL Growing Strong Smart Respectful Learners for Life.

School progress towards its goals in 2018

School Attendance – 80% by 2018	65% Attendance was recorded for 2018
	Strategies were put in place and students and families were rewarded for attending school. However, due to a number of community members passing on in the 2018 year, there were many weeks of Sorry Business.
Explicit Improvement Agenda - Writing	Based on NAPLAN data – Writing Mean Scale Score improved in Year 7 from 2017 to 2018. Writing % at or above NMS significant increase in Year 5 and 7.
	Writing Program was put into place and a sister school connection was made with Marrickville Public School.
Community in School	The school continued to involve the community in Culture afternoons, school events and activities such as the Laura Festival.
	Links were made to the local early childhood centre and other support networks in the community.
Improved ICTs	New laptops were ordered and purchased at the beginning of 2018 (40). These were used to increase student access and develop ICT skills.
Infrastructure	Kindy landscape upgrade was completed and classroom furniture upgrade occurred.
Quality Teachers Quality Teaching: Build capacity in remote teachers (traditionally inexperienced) to improve ACARA delivery	Professional Development was scheduled for all staff throughout the year. PD began to focus around the School Improvement Agenda in teaching the Australian Curriculum. This was developed under the Priority Support Review.

Future outlook

In 2019, our school will be involved in a Priority Support Review. We will have a specific improvement agenda that will be supported by the region. With the Priority Support Review, the following will have specific strategies, targets and timelines for the 2019 school year.

Systemic Curriculum Delivery	- Australian Curriculum planning, preparation, teaching, assessing and reporting in English, Maths, Science - Development of staff Professional Development Plans linked with key school priorities - Development of Learning Walls - Clear plan for Coaching and Feedback for all teachers - Creating an all-encompassing induction process for new staff to the community and to the school, in preparation for 2020
Effective Pedagogical Practices	- School culture – engagement, attendance, behaviour. Revisit our Responsible Behaviour Plan. Create clear systems and processes for how we work at Lockhart SS. - PBL – development of focus lessons for students including Social and Emotional learning
Community Connections	- Boarding School / Transitions focus. Plan for whole school, beginning in the Kindy space and working up each year level. Tracking of our secondary students from year 7. - Staff and students experiencing time on Country as a part of professional learning. - Culture activities within the school and community, utilising human and physical resources in the community.
Infrastructure / Facilities / Grounds	- Toilet block update – painting and replacing equipment - School oval space – revitalise the yarning circle

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood – Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	117	97	118
Girls	62	43	54
Boys	55	54	64
Indigenous	224	95	118
Enrolment continuity (Feb. – Nov.)	84%	73%	

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were 12 students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The Lockhart State School student body consists of 118 vibrant Lockhart River children. There are 8 classes from Pre Prep to Secondary. All students are descendants of Aboriginal people brought into the Lockhart River Mission in 1924. The people came from the Umpila, KuukuYa'u, Uutaalnganu, Kaanji, 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, engaging projects aligned to ACARA and Classrooms on Country. Preparation for transition to boarding school is 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. Excursions and travel are an important part of developing the whole child in a remote area. Camps and sports trips are keenly anticipated by the students. Family and culture are a very important part of Lockhart students' lives. A pre-prep program is delivered each school morning for 3 hours, from 9am until 12pm.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	19	16	12
Year 4 – Year 6	15	15	14
Year 7 – Year 10			17
Year 11 – Year 12			0

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- The Pre Prep facility 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 Year10

- 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 textbooks 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 midterm
- Transitions to high school is a weekly subject in Year 6
- THRASS is the school's signature phonics pedagogy
- The teaching of writing is delivered through Language for Learning which addresses the needs of IEAL/D learners
- 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) aligned to ACARA

Co-curricular activities

- Rugby League
- Fat Bikes
- Aussie Rules
- Rugby Union
- AusTag
- Laura Dance Festival Preparation
- Netball
- Bush Walking
- Bush Tucker collecting
- Chilli Beach Clean Up
- Art Program with local Gallery
- Canoe Building with Men's Shelter

How information and communication technologies are used to assist learning

- IPADS – individual learning
- Laptops – Access to on line programs
- Typing programs
- GPS Mapping devises – GEO Caching –Classrooms on Country
- Community electronic communication board – Literacy in community
- Touch Panels – Creating an expert teaching team
- Sound Field Systems – access to learning for students with impaired hearing

Social climate

Overview

Lockhart is a vibrant community with strong local culture, especially dance. Lockhart State School is a remote school with all of students coming from indigenous families local to the area. Family is very important and cultural relationships and protocols have to be acknowledged and considered. School appropriate behaviour can be a challenge. 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. 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.

Staff turnover is high due to the remoteness of the area. The staff is generally young and enthusiastic.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)		100%	100%
• this is a good school (S2035)		100%	100%
• their child likes being at this school* (S2001)		100%	100%
• their child feels safe at this school* (S2002)		100%	100%
• their child's learning needs are being met at this school* (S2003)		100%	95%
• their child is making good progress at this school* (S2004)		100%	100%
• teachers at this school expect their child to do his or her best* (S2005)		100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)		100%	95%
• teachers at this school motivate their child to learn* (S2007)		100%	100%
• teachers at this school treat students fairly* (S2008)		100%	95%
• they can talk to their child's teachers about their concerns* (S2009)		100%	90%
• this school works with them to support their child's learning* (S2010)		100%	100%
• this school takes parents' opinions seriously* (S2011)		100%	95%
• student behaviour is well managed at this school* (S2012)		91%	95%
• this school looks for ways to improve* (S2013)		95%	100%
• this school is well maintained* (S2014)		95%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	100%	100%
• they like being at their school* (S2036)	95%	100%	91%
• they feel safe at their school* (S2037)	85%	96%	91%
• their teachers motivate them to learn* (S2038)	95%	100%	100%
• their teachers expect them to do their best* (S2039)	95%	100%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	96%	91%
• teachers treat students fairly at their school* (S2041)	95%	96%	87%
• they can talk to their teachers about their concerns* (S2042)	90%	96%	91%
• their school takes students' opinions seriously* (S2043)	90%	96%	95%
• student behaviour is well managed at their school* (S2044)	60%	88%	73%
• their school looks for ways to improve* (S2045)	86%	100%	91%
• their school is well maintained* (S2046)	81%	96%	87%
• their school gives them opportunities to do interesting things* (S2047)	90%	100%	87%

Percentage of students who agree# that:	2016	2017	2018

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	87%	90%
• they feel that their school is a safe place in which to work (S2070)	82%	80%	81%
• they receive useful feedback about their work at their school (S2071)	91%	80%	76%
• 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%	93%	95%
• students are treated fairly at their school (S2073)	100%	87%	90%
• student behaviour is well managed at their school (S2074)	73%	73%	57%
• staff are well supported at their school (S2075)	91%	67%	66%
• their school takes staff opinions seriously (S2076)	91%	80%	57%
• their school looks for ways to improve (S2077)	100%	93%	81%
• their school is well maintained (S2078)	100%	87%	76%
• their school gives them opportunities to do interesting things (S2079)	100%	87%	76%

* 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 interview s 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. In 2018 every Friday the school had Culture. All community was encouraged to attend as most work places have a half day. Culture was held at the Local Store in good weather. The school ensured 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", Jute Theatre, Matty Bowen, Mission Australia Music, the local East Coast Band, Fair Days, Big Ears Day, Sports events etc.

Respectful relationships education programs

Our school vision: Lockhart State School Growing Strong Smart Respectful Learners for Life.

Lockhart State School embeds respectful relationships through our school vision, our school rules – respect self, respect others, respect the environment and through Positive Behaviour for Learning. The behaviour expectations are taught explicitly on parade every day through a focus of the w eek and in classes.

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	9	43	18
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

In 2017 180 solar panels were placed on the new Lockhart State School Stadium roof to provide power for Lockhart River community as an alternative to the diesel powered generators.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	90,512	63,202	112,698
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	13	5	<5
Full-time equivalents	13	3.8	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	3
Bachelor degree	14
Diploma	1
Certificate	1

*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 2018 were $34 745

The major professional development initiatives are as follows:

- Community Engagement
- THRASS
- Trinity Beach Class Observations
- Australian Curriculum
- Child Safety
- Attachment Theory
- ESCM and PB4L

- Trauma Informed Care and Practices – inclusive practices
- Australian Hearing
- Normanton PD for TAs
- Positive Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 69% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 90%

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	72%	72%	66%
Attendance rate for Indigenous** students at this school	72%	72%	66%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	69%	73%	77%
Year 1	68%	76%	69%
Year 2	66%	76%	69%
Year 3	83%	70%	78%
Year 4	74%	82%	72%
Year 5	74%	70%	83%
Year 6	76%	74%	76%

Year level	2016	2017	2018
Year 7	85%	63%	55%
Year 8	68%	73%	38%
Year 9	46%	64%	47%
Year 10	52%	45%	22%
Year 11	38%		15%
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
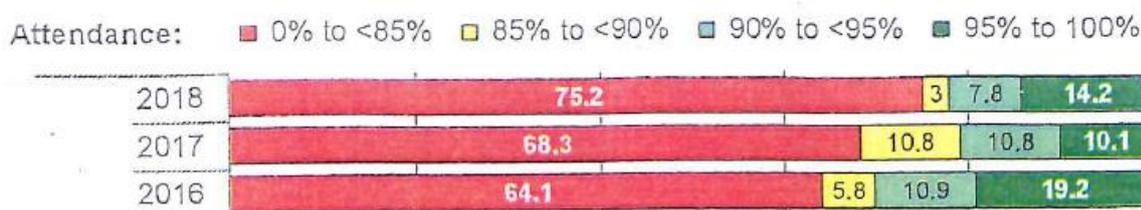
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 wide 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. In 2017 a community water park opened. Entry is based on school attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	0	0	0
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	0	0	0

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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. Transition support is part of the Deputy Principal's designated portfolio. Some students and families choose to remain in Lockhart and will follow a program that aims to maximize engagement and attendance and build self-esteem and employability. Liaising with outside agencies is paramount to the success of education for disengaged youth.

In 2018 two Lockhart students graduated from Queensland boarding schools with a QCE.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at www.lockhartss.eq.edu.au