

Lockhart State School (0505)

Queensland State School Reporting

2012 School Annual Report



Postal address	Post Office Lockhart 4871
Phone	(07) 4083 3888
Fax	(07) 4083 3800
Email	the.principal@lockhartss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	John McSweeney

Principal's foreword

Introduction

Lockhart River State School Annual Report provides parents, staff, students and the community with a comprehensive and concise picture of our State School and the progress we have made towards our goals for the past year.

School progress towards its goals in 2012

Lockhart River State School continues to build positive relationships within our school learning community ensuring we provide opportunities for all students to reach their potential within a safe, supportive and stimulating environment. We have a strong focus on curriculum engagement especially improving student's literacy and numeracy skills.

At Lockhart State School our progress towards our goals is pleasing across all year levels. The result of systematic testing of students learning outcomes is solid and shows steady improvement in learning outcomes especially in reading and mathematics.

At Lockhart River State School our core values are Respect for Self, Others and Environment. To achieve this we deliver:

A focus on improved learning outcomes for all students

Effective and innovative teaching following at all times, The Explicit Teaching Model

Effective Student and Staff Care program

Diverse and relevant choices

Productive partnerships with the Lockhart community

Future outlook

The main priority is to embed the agreed upon school wide pedagogy in order to improve student learning outcomes especially in the areas of Literacy and Numeracy. In 2013 the school will continue to have as its priority the development of Explicit Teaching practices of Consolidation, I do, We Do, You Do and ploughing back or Review. As a staff we believe this focus on quality, high yield teaching will ensure that all students are achieving at the school. Our goal is to improve attendance to 95% and with this will come improved NAPLAN results and higher levels of student achievement in reading and maths.

Our priorities for 2013 focus on reading, school wide positive behaviour support, Explicit teaching, student attendance, planning and accountability and sustainability.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Pre-Prep - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	104	59	45	91%
2011	100	55	45	73%
2012	118	67	51	88%

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

Characteristics of the student body:

Lockhart State School is a co-educational school. The majority of students enrolled at the school are from Aboriginal or Torres Strait Islander cultural backgrounds. Most of the students have English as a second language with the principal language being Creole and or Indigenous Home Language. The Lockhart community has a population of approximately five hundred residents. Lockhart parents choose for their children to go to Boarding Schools from Year 8 onwards. The school works closely with the Transition Support services Team which supports approximately twenty five students who are at Boarding Schools. Whilst all students are encouraged to attend Boarding Schools some students elect to remain in community. For these students the school operates an alternative Secondary Program from Year Eight to Twelve. We have a significant number of students who have been verified with hearing impairments and to support these students the school has a full time Special Needs teacher that ensures the best outcomes for these students.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	16	20	17
Year 4 – Year 10	17	7	15
Year 11 – Year 12	8		

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	1	16	20
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Teachers at Lockhart River State School use an 'Explicit Instruction' teaching approach to deliver all subjects. Our school programs are continually reflected upon and refined to ensure we meet the needs of all students. The school also uses some Foundational Learning Programs such as Spelling Mastery, Gemms and Emms. The focus on schooling up to Year 10 is around English, Mathematics, Science, General Knowledge and Physical Education. Extra-curricular activities include school sports, camps and excursions.

Extra curricula activities

Extra curricula activities include cooking, culture, sporting and recreational activities. Students practice their dance to prepare for the Laura Festival that attracts communities from all over the Cape.

How Information and Communication Technologies are used to assist learning

Computers are deployed in all classrooms to support the teaching and learning programs. All classrooms are fitted with Electronic Whiteboards which the teachers use to deliver the teaching programs. The school is fully networked and all classrooms have access to the Internet and E-mail. All staff have a laptop and these are well utilised in planning and teaching across the school. Each classroom is equipped with Sound Field Amplification systems which is utilised by all teachers during instructions to cater for the large range of students who have hearing impairments. The school has recently purchased I Pads as a learning tool and motivational reward. A range of programmes have been loaded onto these I Pads especially "Reading Eggs" a strong motivational program for less able learners.

Social climate

Lockhart River State School is founded upon a positive caring environment, high expectations for teaching and learning, uniform and behaviour, innovative and individual learning pathways and high levels of student support. The school uses the Responsible Behaviour Plan for students and the students are taught the core values of Respect for Self, Others and Environment. Guidance Officers ensure that all students are fully supported while they are at school. The school ensures that there are a variety of opportunities for parent's and to meet and discuss student learning progress with staff. The Positive School Wide Behaviour Program implemented at the school addresses behavioural issues such as Bullying and Respect for others. The school has a weekly focus on an aspect of behaviour and the class that shows the most progress receives an award. Student behaviour remains a key focus for the school. Remaining in class and staying focussed on learning opportunities will be a school commitment for the years ahead. Improved attendance and classroom focus are the keys to improving student outcomes. All new strategies designed to meet specific behavioural needs of identified students will be aligned to the School Wide Positive Behaviour Support Plan.

Parent, student and staff satisfaction with the school

The overall satisfaction of parents, students and teachers continues to rise at the school in comparison to previous years and Nationally Agreed Performance Data. Our results that appear in the data are very pleasing and indicates strong satisfaction from all partners that the school is achieving in very positive way for the students. Staff morale has continued to rise and this is shown in the small percentage of teacher transfers.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	94.1%
this is a good school	100.0%
their child likes being at this school*	94.1%
their child feels safe at this school*	88.2%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	94.1%
this school looks for ways to improve*	94.1%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	78.6%
they like being at their school*	86.7%
they feel safe at their school*	53.3%
their teachers motivate them to learn*	93.3%
their teachers expect them to do their best*	93.3%
their teachers provide them with useful feedback about their school work*	80.0%
teachers treat students fairly at their school*	80.0%
they can talk to their teachers about their concerns*	93.3%
their school takes students' opinions seriously*	73.3%

Our school at a glance

student behaviour is well managed at their school*	73.3%
their school looks for ways to improve*	80.0%
their school is well maintained*	73.3%
their school gives them opportunities to do interesting things*	66.7%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	80.0%
with the individual staff morale items	95.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The school has a very active Parent and Citizen Association and meetings are held monthly with good attendance figures. Parents and teachers regularly meet in a range of forums to discuss the learning progress of each student. The teaching staffs formally meet with parents at least once a term to discuss their children's learning outcomes. The Parents and Citizen Association assist in special occasions including Sports Day, Cross Country, Cultural afternoons and assisting in smooth running of the school. The school has a very strong working relationship with the Lockhart River Shire Council and the Puuya Foundation and together work towards obtaining the best possible education for each and every student in the school.

Reducing the school's environmental footprint

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

Lockhart River State School is a Power Savvy School and this program is delivered in partnership with Ergon Energy and ensures that all staff and students are educated in power saving measures. New energy efficient air conditioners will be installed throughout the school in August 2012 and this will reduce our carbon footprint considerably. The school recently received an award for making significant improvement in less power consumption. The money received from this award was used to buy much needed sports equipment.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	106,643	0
2010-2011	113,624	0
2011-2012	124,085	0

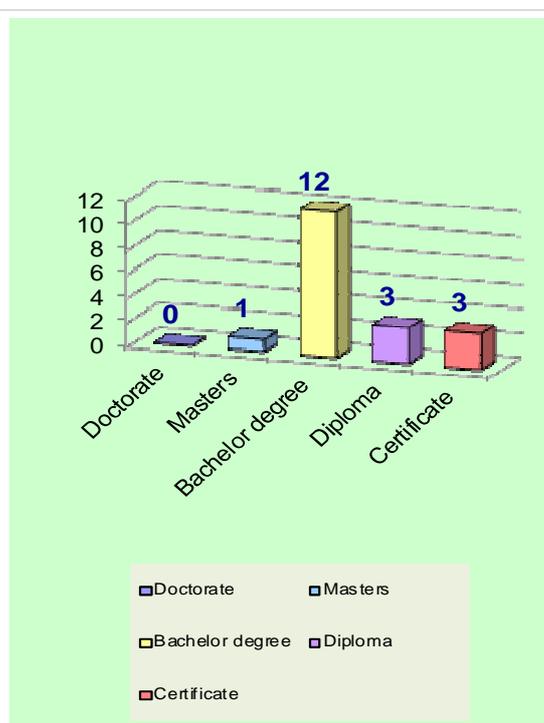
Performance of our students

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	13	1	<5
Full-time equivalents	13	1	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	12
Diploma	3
Certificate	3



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$87000.

The total funds expended on teacher professional development in 2012 were \$109000.

The major professional development initiatives are as follows:

Teacher Inductions, Pre- Prep Curriculum Framework, Essential as a Second Language (ESL), Classroom Profiling, Coaching in Literacy, Stronger Smarter Institute, Direct Instructions-Maths Mastery and Spelling Mastery, Facilitator training in Coaching and Profiling, Instructional Leader, First Steps in Maths-Number, Early Years Numeracy, English & Literacy Development, School Wide Positive Behaviour Support.

For permanent

The major professional development initiatives are as follows:

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

Performance of our students

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.7%	95.6%	98.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84.8% of staff was retained by the school for the entire 2012 school year.

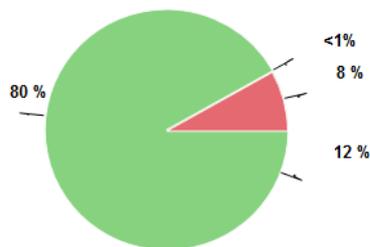
School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

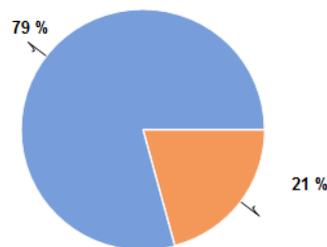
	\$ Total	\$ Per student
Net recurrent income 2011		
Australian Government recurrent funding	273,562	2,521
State/Territory Government recurrent funding	1,904,666	17,555
Fees, charges and parent contributions	345	3
Other private sources	192,252	1,772
Total gross income (excluding income from government capital grants)	2,370,825	21,851
Less Deductions	0	0
Total net recurrent income	2,370,825	21,851

	\$ Total	\$ Total 2009-2011
Capital expenditure 2011		
Australian Government capital expenditure	198,948	198,948
State/Territory Government capital expenditure	758,464	2,690,516
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	0
Total capital expenditure	957,412	2,889,464

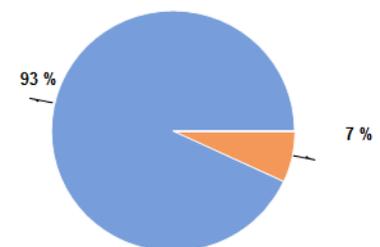
Total gross income 2011



Total capital expenditure 2011



Total capital expenditure 2009-2011



Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	77%	77%	72%
The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.			

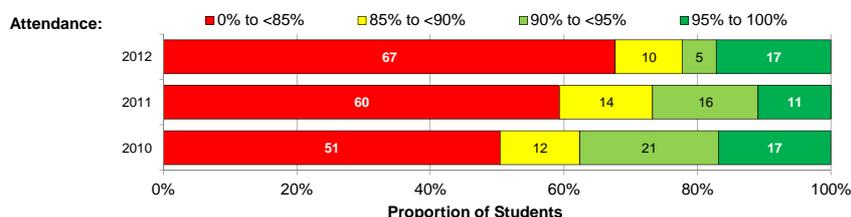
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	75%	82%	88%	87%	87%	84%	81%	DW	35%	44%	48%	35%
2011	79%	80%	88%	84%	91%	92%	78%	DW		38%	DW	
2012	71%	70%	78%	77%	81%	78%	86%	87%	48%	46%	45%	28%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. At Lockhart River State School attendance rolls are marked twice a day. Attendance data is circulated to all teachers and LR Council at the end of each week. This data is input daily into One School. The school Management Team meets weekly to discuss and reflect on attendance data. Students who are not attending for two consecutive days are referred to the Justice Group who instigates a meeting with the student and the family to explain the absence. The school continues to take a pro-active stance towards attendance. If absenteeism continues then the next stage is instigated whereby families may warrant a fine in accordance with the Councils By-Laws regarding this issue. A community bus collects students every morning and the school provides a nutritious breakfast for student's which has encouraged attendance. Student attendance (Five day a week kids) are rewarded with a soft ice cream on Friday at afternoon parade.

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/>.

Performance of our students

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	291 256 - 326		248 221 - 275		294 264 - 324		273 238 - 308		260 233 - 287	
	SIM 235 226 - 244	ALL 420	SIM 238 230 - 246	ALL 416	SIM 266 257 - 275	ALL 414	SIM 206 196 - 216	ALL 424	SIM 248 240 - 256	ALL 396
Year 5	324 280 - 368		316 278 - 354		351 313 - 389		297 253 - 341		352 317 - 387	
	SIM 298 289 - 306	ALL 494	SIM 293 285 - 302	ALL 477	SIM 347 339 - 355	ALL 495	SIM 289 280 - 298	ALL 491	SIM 345 337 - 354	ALL 489
Year 7	419 384 - 454		337 299 - 375		414 379 - 449		395 357 - 433		395 364 - 426	
	SIM 386 379 - 394	ALL 542	SIM 320 311 - 328	ALL 518	SIM 404 396 - 412	ALL 543	SIM 394 386 - 403	ALL 546	SIM 407 399 - 415	ALL 538
Year 9	-		-		-		-		-	
	SIM 418 411 - 425	ALL 575	SIM 324 315 - 334	ALL 554	SIM 426 418 - 434	ALL 577	SIM 431 423 - 439	ALL 573	SIM 465 458 - 473	ALL 584

How to interpret this chart

SIM Schools serving students from statistically similar backgrounds

ALL Australian schools' average

Student population below reporting threshold

Year level not tested

Selected school's average is

substantially above

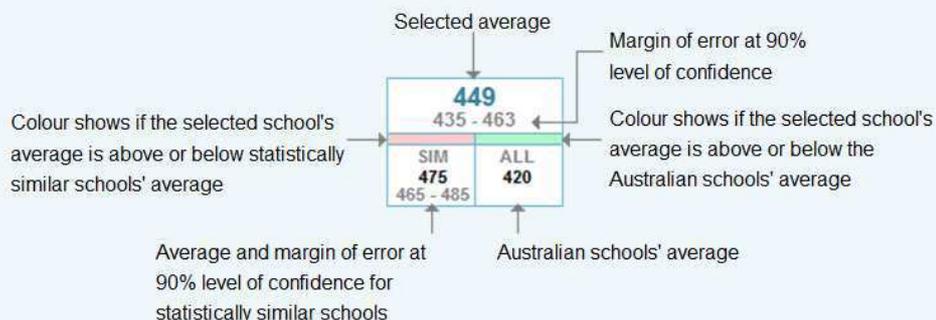
above

close to

below

substantially below

these schools' average



Achievement – Closing the Gap

Whilst the Closing the Gap data does not look good in comparison with like schools, substantial efforts have been made within the last two years to improve student learning outcomes in the areas of Literacy and Numeracy. Specifically, the school improvement agenda focuses on quality, high yield teaching that ensures all students are achieving at the school.

Recently, the implementation of the Explicit Teaching methodology with teachers observed and coached by administration staff is showing encouraging improvement in Literacy and Numeracy. The anticipation is that within the next five years our goal is to take the school into the ranks of a high performing school, where all students are performing at National minimum standards or above. In order to achieve this, the school Strategic Plan has initiated and focused on specific measures to improve the capacity of teachers in the work they do with children. The school has an attendance strategy that is supported by the Lockhart River Council and Justice

Group. Student attendance is closely monitored and unexplained absences are actioned on.

Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	50%	0%	67%

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

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

The school in partnership with the Lockhart River Council and CDEP has put in place Traineeships for senior students who choose to leave regular schooling. Areas being investigated for 2013 include: hairdressing and carpentry.