

Lockhart State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The Lockhart State School Annual Report provides parents, staff and the community with a comprehensive report on the goals of Lockhart State School for 2013 and the progress the school has made towards achieving those goals. It also provides details on the school's ongoing goals and priorities.

School progress towards its goals in 2014

Priority	Progress
Improving Teaching	Explicit Teaching practices embedded in Prep – 7 classes. Explicit Teaching Coach 2x term. Alternate Secondary Program – QCE eligible Development of modelled, shared and guided reading and THRASS (Whole School Phonics Program) Term class audits. Peer Mentoring 2x term 5 week data sweeps. IPADS in classrooms 6 in 2013, 80 in 2014) Teacher Aides in Action Program -building capacity in ancillary staff Writing band scales – 2015 Speaking -2016. Attendance –RSAS implemented April 2014
Refining and embedding data based decision making	Attendance monitored –reports to Prime Ministers and Cabinet (RSAS) School benchmarks for PM and Probe – recorded in overview, Class rooms and on desks and in Individual Learning Plans and 5 week data sweeps. NAPLAN targets for improvement set –GRG commitment. Staff review of data. Data Wall displays – class and school. Data on parade. Data in town display.
Refining and embedding Planning and Accountability Systems at all leadership levels	Coaching System implemented – with external coach. SRD for Principal and DP Profiling System implemented- with external profiler. HOC position created
Connecting parents and caregivers with their children's learning	Stronger Together Conference with Parents and community and George Ottero 2014 and 2015 (Cairns Workshop and Lockhart Workshop) FAFT - School Funded 2014 and assisting Kuunchi Kakana (PUUYA) 6 Week Parent Meets – monitoring Individual Learning Plans. P&C 2x term Classrooms on Country. Community BBQ 1x term. Concert. Sports Events
Junior Secondary and Secondary Plan and Initiatives	TSS support for secondary students and Year 6/7 for transition to boarding school. Year 6/7 100% success retention in boarding school -2015 School funding TSS .5 teacher position -2015

Future outlook

Attendance	<p>RSAS implemented 1 SAS and 5 SAO positions – reviewed – new staff if necessary</p> <p>Sport/Art/ Music in the afternoons – 2-3pm</p> <p>PCYC partnership</p> <p>Cowboy School – October 2015 Attendance Reward</p> <p>Attendance Strategy (Whole School) Reviewed</p> <p>Proposal to adjust holidays 5 weeks June/July 4 Dec/Jan</p> <p>RSAS PD and weekly meeting with data review</p>
Continuing the Improvement Agenda	<p>SRDs for leadership and teachers</p> <p>Classroom audits and 5 Week Data Sweeps</p> <p>School Review -2015</p> <p>AAP for school – Flow chart created with staff</p> <p>ISR and WRR</p> <p>Teacher Aides in Action Cairns 2014, Lockhart (Yarrabah reciprocal visit -Reading Focus) 2015</p> <p>Continue to embed Whole School programs – THRASS, Maths, Spelling Mastery, Reading, L4L, Comprehension, Heathy Tuck Shop.</p> <p>QCE course for secondary</p> <p>Veranda Café and Community Garden projects</p> <p>Teacher Recruitment Plan</p>
Connecting parents and caregivers with their children's learning	<p>TSS meetings with parents and boarding school</p> <p>George Ottero visit – August 2015, June 2015</p> <p>6 Week Parent Meets</p> <p>Remote School Attendance Strategy</p> <p>Weekend Football</p> <p>Council-Police- Health Partnership. Monthly meetings</p> <p>Classrooms on Country</p> <p>Term Community BBQ</p> <p>Continue FAFT</p> <p>Kuunchi Kakana support (PUUYA Learning Circles)</p>
Transition Support	<p>Liaise with TSS - Cairns</p> <p>Program for Lockhart State School secondary 2015</p> <p>PD for secondary teachers. Fund .5 TSS teacher</p> <p>Transition Support Services meetings with boarding schools and parents. Provide TSS Office space</p> <p>15 boarding positions for year 6 students 2015</p> <p>Boarding school visits and Cairns excursion</p> <p>School to fund .5 Transitions teacher position</p> <p>School to support replacement of Community TSS Officer</p>

Infrastructure	Roof on tennis court – water tank and irrigation Signage throughout school-M100s and x tables Painting external and internal Drainage improved Security alarm installed Concertinas replaced with solid storage structures Teacher accommodation upgrade Open drain garden – tree planting Green House
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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	118	67	51	88%
2013	117	71	46	84%
2014	124	71	53	79%

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

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 with strong management from Transition Support Services. The service connects students with boarding schools. Lockhart State School is very proud that 100% (15 students) of the year 6/7 who went to boarding school have successfully transitioned in Jan 2015. Students who remain in, or return to, community participate in an alternate secondary program focusing on QCE attainment, foundation learning and culture. The Veranda Café and Community Garden are 2 secondary projects. 30% students have a verified hearing loss. All classroom teachers use sound fields to assist students to access learning. The school has a full time special education allocation and liaises closely with Queensland Health.

Attendance is a challenge and varied. 9 students received awards (\$100 Power Cards) for attendance over 95% in 2014.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	17	21	20
Year 4 – Year 7 Primary	15	19	18

Phase	Average Class Size		
	2012	2013	2014
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	20	12	8
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Australian Curriculum KLAs including English, Numeracy, Science, History, Geography, Citizenship- all delivered through Explicit Teaching Practises
- Language For Learners Units maximising access to SAE for ESL/D Learners
- Consolidations for all KLAs
- Whole School Comprehension Program, Whole School Reading Program
- Maths delivered through explicit lessons: C2C, RoleM maths, EMMS and JEMMS, Quicksmart, Targeting Maths, consolidations, ACARA
- Physical Education: AFL program, Secondary Health Program, Core of Life, Rugby Program, Rugby League Program. Live Learn Leap (Term 4)
- Whole School Spelling Mastery, Whole School EMMS and JEMMS
- Culture – Every Friday afternoon with community

Extra curricula activities

- Laura Dance Festival preparations – 2015 Festival
- CIAF – Cairns Indigenous Art Fair -2015
- Weipa Athletics Carnival - August
- AFL – after school with coach term 2
- Rugby League – Saturdays, Coen Carnival, Weipa Carnival
- Cowboy School – October in Laura Attendance Reward
- Classrooms on Country – in partnership with Mayor. 4 camps in September at Old Site.
- Transition Camp – year 6
- Saturday Veranda Café
- Community Garden – developing. Garden plots for all classes
- Whole School Tuckshop Program – each class organizes breakfast once a fortnight in partnership with Apunipima
- Big Ears Community Health Day
- Saint James Day

How Information and Communication Technologies are used to assist learning

Information and Communication technology are used specifically to maximize students' access to learning.

- Interactive Touch Panels are mounted in all classrooms
- 4 class sets of iPads with educational APPS
- 3 Class sets of class lap tops
- Wireless connectivity in all classrooms
- Sound Field Amplification Systems are fitted in all classrooms
- 2 school Go pros
- 2 school cameras
- Increased school band width

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 weekly focus comes from the School Wide Positive Behavior Program. The program includes fortnightly 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 Parent Survey Data is not displayed due to technical reasons however parents have expressed that they are confident their students are safe and receive a good education. 100% of students said they feel safe at Lockhart State School and 100% of students said they enjoy working at Lockhart State School. The school climate is one that promotes confidence and a love of learning with positive support and high expectations relationships.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	97%	
this is a good school (S2035)	100%	97%	
their child likes being at this school* (S2001)	94%	100%	
their child feels safe at this school* (S2002)	88%	93%	
their child's learning needs are being met at this school* (S2003)	100%	97%	
their child is making good progress at this school* (S2004)	100%	97%	
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%	
teachers at this school motivate their child to learn* (S2007)	100%	97%	
teachers at this school treat students fairly* (S2008)	100%	96%	
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	
this school works with them to support their child's learning* (S2010)	100%	93%	
this school takes parents' opinions seriously* (S2011)	100%	97%	
student behaviour is well managed at this school* (S2012)	94%	97%	
this school looks for ways to improve* (S2013)	94%	100%	

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
this school is well maintained* (S2014)	100%	100%	

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	79%	100%	100%
they like being at their school* (S2036)	87%	100%	95%
they feel safe at their school* (S2037)	53%	100%	100%
their teachers motivate them to learn* (S2038)	93%	100%	100%
their teachers expect them to do their best* (S2039)	93%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	80%	100%	90%
teachers treat students fairly at their school* (S2041)	80%	100%	100%
they can talk to their teachers about their concerns* (S2042)	93%	100%	100%
their school takes students' opinions seriously* (S2043)	73%	100%	95%
student behaviour is well managed at their school* (S2044)	73%	80%	95%
their school looks for ways to improve* (S2045)	80%	80%	100%
their school is well maintained* (S2046)	73%	80%	100%
their school gives them opportunities to do interesting things* (S2047)	67%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	82%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	64%
staff are well supported at their school (S2075)		88%	64%
their school takes staff opinions seriously (S2076)		88%	64%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		94%	91%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Connecting parents with student learning and the importance of attending school is paramount at Lockhart State School. Parents are involved through an open door policy. Many parents are employed at Lockhart State Schools as Teacher Aides, Groundsmen, Cleaners and School Attendance Officers.

The 6 Week Parent Meet is held each term. Parents are encouraged to discuss their child's Individual Learning Plan with their class teacher and help develop new goals, with strategies for the parents. A BBQ and lucky door prize help maximise participation. Over 50% of parents have attended every term.

Whole school participation, including staff, in community events encourages a team approach community and teacher parent realtions.

Participation in The FNQ Regional initiative, Stronger Together, has included 6 parents participating in Cairns and Bamaga workshops and over 80 parents and community involved in a community workshop in August 2014.

FAFT, Families as First Teachers is fully funded by the school and operates out of the pre prep building under the guidance of the Pre Prep teacher and aide.

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.

Student lunches are stored in eskies in the eating area.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	124,085	0
2012-2013	64,117	0
2013-2014	83,948	0

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.

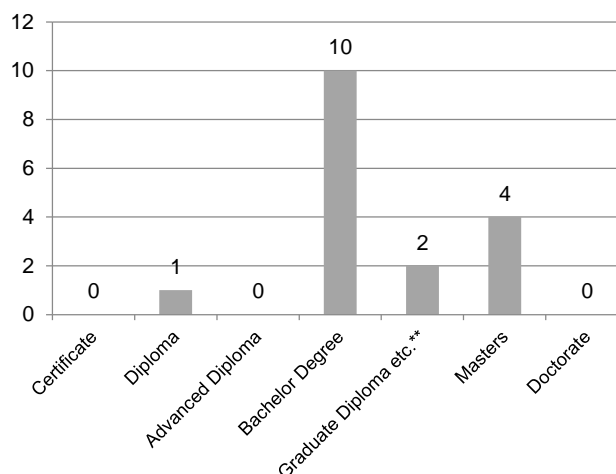
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	15	3	<5
Full-time equivalents	15	3	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	2
Masters	4
Doctorate	0
Total	17



*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, from the PD cost centre, in 2014 were \$ 17, 688.25. This figure is indicative of all PD funding. Profiling and Explicit Teaching PD was funded through curriculum. The GRG funding was used to support the Teacher Aides in Action initiative.

The major professional development initiatives are as follows:

- Teacher Aides in Action \$33.000 GRG – Building capacity in teacher Aides
- THRASS –whole school phonics program
- Explicit Teaching - funded out of curriculum
- Anita Archer PD – Explicit Teaching
- Code of Conduct
- RAIS
- Profiling
- Deadly Kids can Listen and Learn
- Asbestos
- Building Lives and Community – Tania Major

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	72%	79%	69%

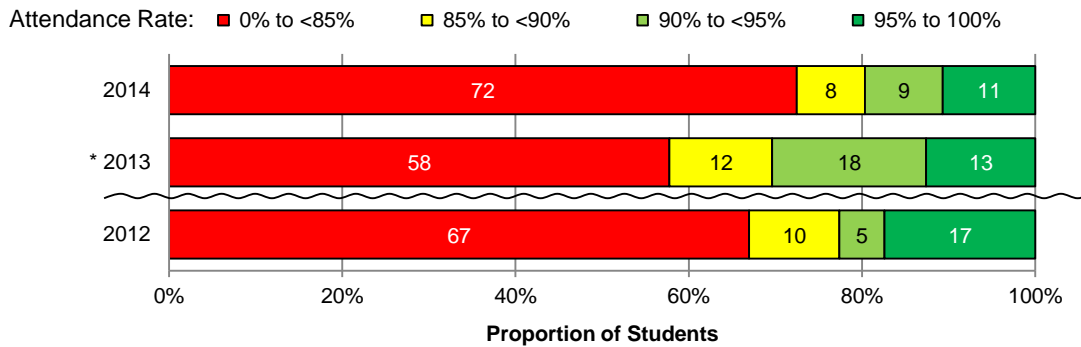
The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

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
2012	71%	70%	78%	77%	81%	78%	86%	87%	48%	46%	45%	28%
2013	78%	78%	83%	83%	80%	80%	79%	84%	77%	68%	69%	DW
2014	71%	81%	75%	73%	72%	82%	75%	42%	45%	47%	33%	33%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Rolls are marked electronically by teachers twice a day. Attendance data is circulated to teachers and student each day on parade. The school management team and the RSAS team meet once a week and discuss data.

- The school has a comprehensive Attendance Strategy – here are few strategies
- A school bus collects students every school morning.
- Students who attend 5 days a week are rewarded with an ice cream on Fridays.
- The weekly winning class have an afternoon under the fire truck.
- Power cards and bikes have been awarded for attendance.
- The Queenie shops operates every Friday with students spending attendance dollars.
- Reward camps

The RSAS team visit all non-attending students between 9.30 and 10.30 and gather students or reasons for non- attendance.

The secondary teachers pick up the secondary students every day.

Students, and their parents, with attendance under 65% over 3 weeks are referred to the justice group every 3 weeks. We are working to implement council by-laws to address attendance.

In 2014 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. This strategy has included the employment of one full time Student Attendance Supervisor and 5 casual Student Attendance Officers

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/>.

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Achievement – Closing the Gap

The Closing the Gap Report for 2014 reveals that Lockhart State School had 140 indigenous students in February 2014 and 4 non indigenous students.

QLD non indigenous student attendance for 2013 was 95.3%. Indigenous student attendance was 78.7% and Lockhart State School student attendance was reported as 79%.

2013 Apparent Retainment of year 10-12 students in FNQ region for non-indigenous students was 80%, Indigenous students 57.4% (with a Gap of 22.6) and Lockhart State School 25% - with a gap of 55%.

As the majority of secondary students in Lockhart attend boarding school this is not a true indication of Lockhart communities student retention.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	25%	100%

Outcomes for our Year 12 cohorts	2012	2013	2014
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
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
Number of students awarded an International Baccalaureate Diploma (IBD).			0

Outcomes for our Year 12 cohorts	2012	2013	2014
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 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
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
2012					
2013					
2014	0	0	0	0	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012			
2013			
2014	0	0	0

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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.

Students who leave school before the age of 18 without an employment path are not removed from the roll. This strategy greatly impacts our attendance however we feel it is more important to track and support these students, and reengage if possible, than to lose track of them.

4 year 10, 11 and 12 students transitioned to boarding school in 2014. The Transition Support Team and the secondary teacher liaised with families and schools to find suitable schools. 2 of these students returned.

70% of the secondaries moved away from community, then returned, without notice.

100% of all secondary age students in and from community are closely monitored by the secondary staff and records are maintained.

Such anomalies require a flexible and supportive program. Despite the huge negative impact on attendance, caused by our approach, we are proud to say that our 2015 program is expanding with QCE aligned courses, student tracking and transition support. We are continually working to engage students and to create employment pathways.