"Hard work brings rewards"

LOCKROSE

Lockrose State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Lockrose State School is located in the Lockyer Valley west of Brisbane. The towns of Gatton (25 km), Laidley (22 km) and Lowood (17 km) are easily accessible. Upon graduation, Year 6 students predominately attend one of the three local high schools. The school began in 1905, the centre of a rural community. The school services the Lockrose, Brightview and Regency Downs districts. Services such as a shopping and medical centre have become more accessible in the last few years.

The school offers a Year P-6 curriculum in a multi-age setting. The curriculum focuses on literacy and numeracy and the other curriculum areas identified in the Australian Curriculum. We recognise that our students have individual learning needs and endeavour to know and understand our students in a caring environment.

Lockrose State School has:
- A teaching Principal
- 3 Classroom teachers
- Visiting Physical Education teacher
- Visiting Guidance Officer
- 5 Teacher Aides (some part-time)
- 2 staff in the office (shared position)
- Cleaner
- Advisory Visiting Teachers (as required)
- Behaviour Management teacher (as required)
- Casual grounds person

School progress towards its goals in 2018

During 2018, the school continued on its explicit improvement agenda. The focus was "Reading, Writing and Maths". Most of the school's energy was devoted to improvement in these areas.

The School in the Annual Implementation Plan (AIP) in 2018 included:
- A focus on reading improvement
  - The reading program was developed in 2015 and was embedded in 2017
  - Professional Development was provided
  - NAPLAN
  - Specific work to improve NAPLAN results (intervention)
- Attendance
  - Promoted 'Everyday Counts" and "Closing the Gap" initiatives
- Implementation and embedding of the Australian Curriculum in-line with Department expectations.
- Staff Professional Development Plans
  - All staff had individual development plans to support the school's improvement agenda.
- School Based Initiatives
  - Continued PBL implementation
  - Supported Chaplaincy program

In 2018, the School's Improvement Agenda, which was precise and narrow, included:

- Reading and Pedagogy
- Writing
- Maths

The school uses Explicit Teaching strategies and these were refined and embedded using Coaching and Feedback strategies. Our pedagogical practices are based on the work of Anita Archer. Professional Development supported the School Improvement Agenda.

The school continued to develop "The Lockrose Way to Reading" and further refine the learning of reading by improving teaching strategies (pedagogy). Professional Development was provided to all staff by Sheena Cameron, author of "Teaching Reading Comprehension Strategies".

"The Lockrose Way to Writing" was refined and continued to be implemented to improve student outcomes for writing. Professional Development was provided to all staff by Sheena Cameron and Louise Dempsey, authors of "The Writing Book". This PD allowed teachers and ancillary staff to embed their teaching practices in sound research and theory.

The school began implementing a program to support the Maths Curriculum called "Back to Front Maths" which examines misconceptions students may develop. These need to be addressed before students can progress. Two teachers did an action research program to develop their skills and knowledge and they will be mentors for other staff.

Future outlook

During 2019 the school will be required to do a school audit through the School Improvement Unit. The results and reports from the SIU will inform school priorities over the next four years.

The focus will continue to be "Reading, Writing and Maths under the auspices of Improving Pedagogy" during 2019.

Professional Development will continue to be provided by Sheena Cameron and Louise Dempsey to support new staff with reading and writing strategies. Back to front maths will continue to be supported.

Teachers will engage with the Australian Curriculum and further refine their planning to engage and support all students.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	54	64	61
Girls	23	29	30
Boys	31	35	31
Indigenous	3	8	13
Enrolment continuity (Feb. – Nov.)	78%	87%	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.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Lockrose State School has multi-age classrooms. In 2018 there were three classrooms, a P -2, 3-4 and a 4-6 class. Student family socio-economic backgrounds tend to be low. Students are from a rural residential background. Transient students can often be a feature of the school, although currently these trends are not as readily evident. Special needs students are integrated into mainstream classes and are supported by Individual Curriculum Plans (ICP) with the assistance of a Special Education Teacher from The Valley Diverse Learning Centre. The Department of Education also provides Teacher Aide support for these students. Transport is provided by a regular bus service and private means. Very few students walk or ride to school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	23	11
Year 4 – Year 6		23	13
Year 7 – Year 10			
Year 11 – Year 12			

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

- Our curriculum accommodates for the individual needs of students.
- Student adjustments can be relatively easily made as we operate in a multi-age environment.
- The school has a Pedagogical Framework to inform teaching strategies.
- The teaching practices are embedded in theory.
- A current curriculum plan is used to ensure all students engage in the Australian Curriculum at an age appropriate level.

Co-curricular activities

School camps: To develop students' social skills and reinforce physical and environmental awareness. During 2018 the school combined with Kentville State School, our neighbouring school, and had a week long camp at Mount Tambourine.

Interschool sports: To provide students an opportunity to develop their skills and compete against students of their own age. We had an "inter-house" athletics carnival with Kentville, an opportunity to improve student skills. On several occasions we combined with other small schools for swimming and athletics.

How information and communication technologies are used to assist learning

Computers are integrated into all curriculum areas. The school has a very good student to computer / iPad ratio approximately   1:1.5. All computers / iPads are less than 5 years old. The school possesses some top end peripherals including 2 laser colour printers on photocopiers, digital cameras, a digital video camera and all classrooms (4) have interactive whiteboards.

Computers are improving teacher skills which are in turn improving student learning outcomes. The school is involved in ICT curriculum development with other local schools.

The computers enhance;

> Presentation of teacher and student work.

> Communication at all levels.

> Research by staff and improvement of student skills.

> Drill and practice exercises.

> Keyboarding skills.

Social climate

Overview

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Lockrose State School in 2011 committed to supporting the "School Wide Positive Behaviours Support" program. This program, with support from Education Queensland, aims to improve the school culture for everyone in the school environment. In 2015 the program was renamed PBL (Positive Behaviours for Learning)

The Lockrose State School Responsible Behaviour Plan for Students focuses on a whole school approach to managing behaviour within a supportive school environment.

A supportive school environment is one where:

All members of the school community feel safe and are valued; and

Social and academic learning outcomes are maximised for all through quality practices in all areas.

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%	75%	50%
• this is a good school (S2035)	100%	100%	75%
• their child likes being at this school* (S2001)	100%	100%	75%
• their child feels safe at this school* (S2002)	100%	100%	25%
• their child's learning needs are being met at this school* (S2003)	100%	75%	25%
• their child is making good progress at this school* (S2004)	100%	75%	25%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	75%	100%
• teachers at this school treat students fairly* (S2008)	100%	75%	75%
• they can talk to their child's teachers about their concerns* (S2009)	100%	75%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	100%	75%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	75%	25%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	88%	89%
• they like being at their school* (S2036)	91%	88%	83%
• they feel safe at their school* (S2037)	82%	87%	83%
• their teachers motivate them to learn* (S2038)	90%	94%	94%
• their teachers expect them to do their best* (S2039)	100%	94%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	94%
• teachers treat students fairly at their school* (S2041)	91%	82%	72%
• they can talk to their teachers about their concerns* (S2042)	100%	94%	89%
• their school takes students' opinions seriously* (S2043)	80%	88%	71%
• student behaviour is well managed at their school* (S2044)	73%	76%	47%
• their school looks for ways to improve* (S2045)	100%	94%	94%
• their school is well maintained* (S2046)	91%	82%	83%
• their school gives them opportunities to do interesting things* (S2047)	100%	82%	94%

* 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)	100%	100%	80%
• they feel that their school is a safe place in which to work (S2070)	100%	88%	40%
• they receive useful feedback about their work at their school (S2071)	100%	100%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	75%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	90%
• student behaviour is well managed at their school (S2074)	88%	88%	50%
• staff are well supported at their school (S2075)	100%	75%	70%
• their school takes staff opinions seriously (S2076)	100%	100%	70%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	100%	100%	80%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are encouraged to participate. Parents who collect children from school, most afternoons have an opportunity to discuss issues with staff as the procedure at the school means children are taken out to the gates. Parents can also ring and make an appointment to see staff.

Parents are invited to attend curriculum based meetings around the reporting phases.

The community can participate in various surveys throughout the year. By approaching the school, where appropriate, people may be invited to help to assist in a wide range of supportive roles. The school has established a playgroup to which there is an open invitation. There are other celebration days, athletics days and activities to which parents and community are invited.

Respectful relationships education programs

At Lockrose State School we have very clear expectations for behavior. As the school is a PBL school, the school collects data around behaviours, analyses those behaviours and implements specific learnings and strategies to address any concerns. By developing a students' knowledge and skills they are able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The school prefers to act proactively and has strategies to recognize the positive behaviours that students exhibit.

A number of strategies are employed to ensure student, staff and the public's safety.

The school also targets specific students for intervention programs, allowing these students extra time to learn and practice strategies.
The school actively promotes the "Code of Behaviour" for students, parents and coaches to ensure attitudes are appropriate at sports orientated activities.
On our website we have documentation for addressing concerns. This document outlines the procedures necessary if a person has concerns and who to contact.

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

The school has developed partnerships with other organisations which can assist families when the need arises. These include organisations such as Family Connect which can assist with issues such as accommodation, food shortages, providing advocates to people with disabilities, domestic violence and access to other organisations, both government and non-government.

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	36	49	45
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	1
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

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

The school has had solar panels installed and high energy light bulbs have been replaced by low energy lights. Gardens are mulched and plants chosen for new gardens are much hardier and less water reliant. Air conditioning is set at 24 degrees in summer and 18 degrees in winter.

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Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	41,369	25,650	24,067
Water (kL)	734	785	801

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.

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	5	7	<5
Full-time equivalents	4	4	<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	0
Masters	0
Graduate Diploma etc.*	
Bachelor degree	5
Diploma	
Certificate	

*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 $12382

The major professional development initiatives are as follows:

- Principal meetings and Cluster meetings
- Moderation at Cluster level and with other schools
- First Aid

- Training around the Fontas and Pernell Reading schemes

- PBL training

- 7 staff members completed "Essential Skills Program"

- On line training using Department provided sites

- Mandated Training and induction programs

- HOC conference

- Finance and school's operation Professional Development

- Supporting students with specific learning needs

- Improving Explicit Instruction

- Support for Principal PD from Regional Office staff around Coaching and Feedback

- Oral language development training with Cluster Speech Pathologist

- 4 staff members completed the "Developing an Effective Writing Program" by Sheena Cameron and Louise Dempsey

- 8 staff members completed "Reading Strategies" with Sheena Cameron

- 4 staff members completed "Oral Language Skills Development" with Sheena Cameron

- Trauma training was completed by the Principal

- The cleaner attended a training day.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

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.	94%	95%	93%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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 Primary schools was 92%.

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	88%	89%	90%
Attendance rate for Indigenous** students at this school	90%	88%	89%

* 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

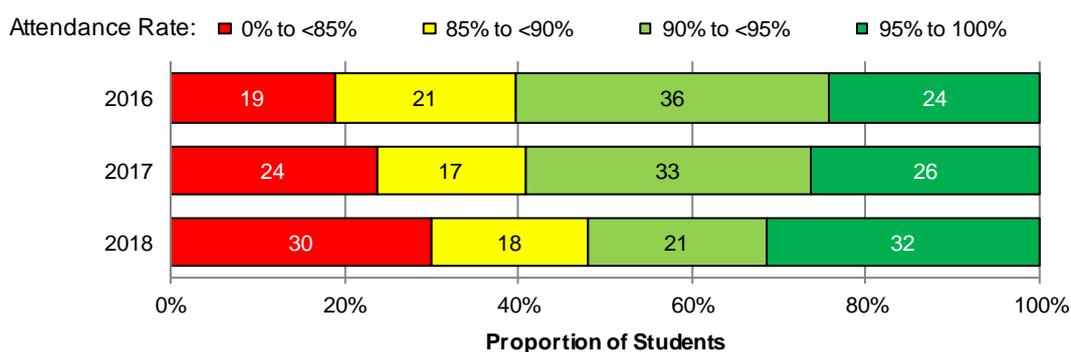| Year level	2016	2017	2018
Prep	93%	90%	94%
Year 1	87%	87%	93%
Year 2	87%	91%	84%
Year 3	87%	90%	91%
Year 4	87%	91%	89%
Year 5	85%	80%	93%
Year 6	95%	93%	83%

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

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	19	21	36	24
2017	24	17	33	26
2018	30	18	21	32

Proportion of Students

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.

The school begins at 8:30am and finishes at 8:30 pm.

The roll is marked at 9:00 and between 12:00 and 1:00.

The procedures are followed, phone calls are made and letters sent as the Department legislation requires.

School attendance rates and articles pertaining to attendance are published in the school newsletter. Material from the "Every Day Counts" program inform school practice and excellent student attendance is recognized on parade each week.

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.
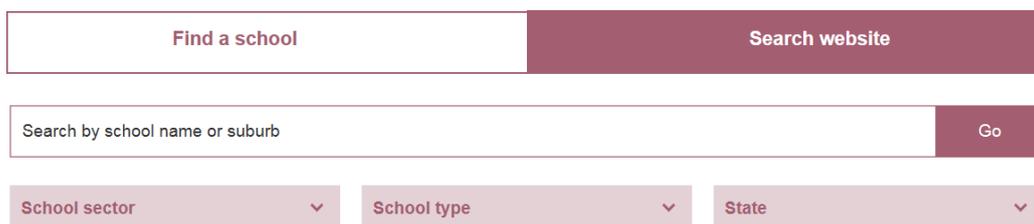
Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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.

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