Principal’s foreword

Introduction

Lake Clarendon State School is a family oriented school with a rigorous focus on improved Literacy and Numeracy outcomes for students. The effective and consistent implementation of the school’s Behaviour Management Policy ensures that students are positioned to engage wholeheartedly in learning and are readily responsive to the caring and supportive leadership given by all staff. The NAPLAN Year 3, 5 and 7 testing results indicate the necessity for the continued emphasis on Literacy and Numeracy learning across the school. Lake Clarendon boasts an enthusiastic and professional staff implementing programs which are resulting in positive learning outcomes for all students.

The teaching team at Lake Clarendon SS has been focusing on using ICT’s as an integral part of all Key Learning Areas. Our aim is to have a minimum ratio of 5 students per computer in each classroom, allowing greater access to computers. Teachers at this school all have laptops with wireless technology. All teachers use computers to plan, research, teach and assess the academic progress of children. Teachers have focused on professional development in the area of Literacy.

The current school planning overview focuses on Literacy and Numeracy across the Whole School.

School progress towards its goals in 2011

In 2011, we made considerable progress towards our goals:

- Early Years Education focus on Numeracy and Literacy – Goal to increase literacy and numeracy levels
- Reading – Inferential Comprehension – Enhance Resources
- Teaching and Learning support is in place for targeted students.
- New Resources have been purchased to aid Inferential Comprehension Learning.
- ICTs – enhanced infrastructure for Teaching and Learning
- School Parking Infrastructure
- Interactive whiteboards have been installed in each classroom. New computers purchased for each classroom.
- Developed QCAR capacity in Teachers
- All teachers have attended professional development in readiness for the Australian Curriculum.
Future outlook

Reading - "Reading to Learn and Learning to Read"
- Higher Order Thinking and increased Reading Levels through Guided Reading Program and Lexile
- Planning and Teaching using Ways of Working
- Use of differentiation to deliver targeted programs to students

Writing
- Students writing everyday
- Utilise C2C Program for Genre focus
- Utilise Spelling Program in association with Soundwaves from C2C
- Analyse and moderate with Student samples

Australian Curriculum
- Commence teaching of the C2C Program of Australian Curriculum in English, Maths and Science
- Prepare for introduction of History into the Curriculum Program
- Utilise Whole School Plan for teaching remaining KLAs utilising Essentials and WOWs
- Utilise Whole School Plan for Assessment for data records and tracking of Systemic and School Assessment tools.

Quality Teaching - "Every Child - Every Day - Every Opportunity"
- Quality explicit teaching
- Comprehensive Curriculum planning aligned with Australian Curriculum, ELs and QCAR
- Teacher/Peer Mentoring program improving pedagogy
- Cooperative Teacher Planning sessions

Closing the Gap
- 100% teachers to ensure that cultural awareness and knowledge is learned by students
- 100% of staff to ensure that their attitudes are positive in regard to the awareness raising of Indigenous cultures
- 100% of Teaching Staff to immerse themselves in local history learning and cultural perspectives

Attendance – "It's Not Ok to be Away - It's not Great to be Late"
- Full School Attendance incentives - Parade Attendance Raffle, End of Term Certificate to 100%ers - best class each week named in the Newsletter
- Students in class, connected, motivated, continuity of learning

Data Analysis - "Data Driving Distinction"
- Moving students onward and upward through levels by establishing achievement targets and using data/assessment to concentrate individual learning
- Keeping Track through the Individual Assessment/Progress Record

Behaviour – "Behave and Save"
- Students behaving thereby saving….. strife, lost time, distractions, students off task
- Behaviour Levels and Slips, Well Being and Healthy Schools Framework, Good Ones
- Zero tolerance to teasing and bullying - following through and being accountable for student well-being.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>126</td>
<td>67</td>
<td>59</td>
<td>95%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Our student enrolment has increased significantly over the last 3 years. A high proportion of new enrolments have been derived from transfers from local private schools. Most of our students come from a rural background with many of our students’ families involved in farming enterprises which contribute to the ‘Lockyer Food Bowl’ industry of our local area. Our students typically reflect the solid family and hard-working values associated with the agricultural sector. This has an enormous impact on the culture of the school resulting in a positive, supportive, family-oriented and close knit social environment within our school.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.5</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.6</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>7</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our curriculum has a central focus of developing high levels of literacy and numeracy. Integrated studies are used to provide real life and challenging learning experiences that encompass the other syllabus areas and provide an application arena for literacy and numeracy. The curriculum areas of Physical Education and Music are taught by specialist teachers. The distinctive features within this design are:

- Learning experiences that are relevant, inclusive, flexible, intellectually challenging and innovative.
- Focuses on a problem based curriculum where students investigate to identify, explore and solve real life issues.
- Empowers students to become active, self-directed investigators and learners; creative, adept producers; empathetic, social leaders and collaborators; knowledgeable, complex thinkers and problem solvers; caring global contributors; responsive, effective listeners and communicators; and confident, self-managed learners.
- Assessment and reporting is constructive. It focuses on what the students know and can do and where the criterion is shared with the students.

Extra curricula activities

Dancing Club – Ms Hohn leads the Dancing Club during lunch times at particular times throughout the year. The students not only have the opportunity to learn new dance moves but are also integral in the development of the choreography of the whole dance group.

Instrumental Music - Students who are achieving at sound to high levels in their academic studies are invited to participate in the school’s Instrumental Program. Students can choose a wind or percussion instrument under the instruction and supervision of Mr Jason Osman who gives individual tuition to students on a weekly basis.

School Choir - The School Choir meets under the guidance of our Music Teacher. The choir plans to enter the Toowoomba Eisteddfod and has developed a fine repertoire of songs. The choir is devising a choral outfit and is planning to sing at special events as well as visit Nursing Homes later in the year.

Kids Club - Kids Club operates at lunchtime on Wednesdays as part of the school’s Chaplaincy Program. Our Chaplain provides this group with games and activities that enhance peer relationships.

Project Club - The School Project Club operates under the supervision of Mrs Minehan and provides opportunities for students to develop leadership skills. The Project Club is also instrumental in raising a substantial amount of funds that help students reduce camp, excursion and sporting costs.

Soccer Training - Mr Pinnell coaches the students in preparation for the Annual Speed Soccer Carnival held at the Laidley Recreation Grounds.

Tennis Coaching - Australian Veteran Professional Tennis Player and winner of the 1957 US Open - Mr Mal Anderson and his wife Daphne, operate a Tennis Coaching Clinic at the school every week. Lake Clarendon Students receive expert coaching from this fine legendary couple and many of the students have gone on to win higher competitions.

In addition to the above, our students:

Participate in a regular interschool sport program with schools in Laidley, Glenore Grove and the Laidley Alliance of Schools, are regularly selected in Zone and District Sporting Teams, undertake National Competitions in Mathematics, Science and English, participate in community events; ANZAC Day, etc and access an outdoor education program in the middle years through Emu Gulley Camp

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are used extensively as an integrating tool that enhances the learning process. Teachers are encouraged to use computers in authentic environments where students will more readily understand advantages of computer technologies and will become more motivated as a direct result. The increased motivation will inevitably lead to a greater degree of student success.
Our school at a glance

Social climate
The social climate of our school is especially important to us. It allows all students to be treated in a very personal way. A family style atmosphere is fostered and all staff are able to develop relationships with students throughout the school. Older students willingly assist and care for the younger students. Our managing behaviour program is based on a set of shared values that is integral to living and learning in our school. A values education approach to managing student behaviour aims to assist students in becoming responsible thinkers and doers who aim to ‘balance up’ the consequences of behaviour choices to achieve what they want in a socially acceptable manner. Our Chaplaincy Program is proactive in supporting students who are experiencing loss or grief within their own personal lives.

Parent, student and teacher satisfaction with the school
The overall satisfaction of our parents, students and teachers with our school is at very high levels, which has been sustained over a period of 3 years. Our school outperforms state and like-school averages across the state.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>99%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education
Parents and community members assist in the education of students through: P & C Association, Fundraising functions, Participation and leadership in Annual Camping programs, Assistance in the classroom including the Literacy Intervention Program, Working Bees, Assistance in planning for school, excursions and wider school events
Reducing the school’s environmental footprint

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

Increased enrolments at Lake Clarendon SS have resulted in higher energy costs at our school. To counter balance the increased demand on our environment's resources we have continued to institute a number of initiatives to reduce our environmental footprint. These include the installation of rainwater tanks, mulching gardens, concerted efforts to turn off lights and air conditioners and reducing photocopying across the school.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>32,645</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>10</td>
<td>7</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>7</td>
<td>3</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- Doctorate: 7
- Masters: 1
- Bachelor degree: 7
- Diploma: 2
- Certificate: 0
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $12,302. The major professional development initiatives are as follows:

- Implementation of the Australian Curriculum
- ICTs in Education
- Pedagogy and Teaching
- Reading – First Steps in Reading

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2011 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/](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.

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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td>91%</td>
<td>94%</td>
<td>92%</td>
<td>91%</td>
</tr>
</tbody>
</table>

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.

Our rolls are electronically marked twice a day. Parents email or telephone on the day of absence. If this is not possible, they are required to return a letter with their child stating the reason for absence. Absence for three consecutive days is followed with a telephone call to the parent/carer by the close of business on the third day followed by a non-attendance letter.
Proactive strategies include weekly attendance raffle on parade and end of term certificates for 100% attendance, best class each week named in newsletter.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

5% of our school enrolment is counted as Indigenous. The 2011 Closing the Gap report indicates that the gap between the Yr 3 NAPLAN results of our Indigenous and Non-Indigenous students is negligible. This shows that we are on track to closing the gap between the two student groups. Whilst our attendance rates are high cross the whole school, our indigenous students have a higher attendance rate than our non-indigenous students.