



# Lake Clarendon State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Lake Clarendon State School offers quality programs with a focus on using innovative teaching and technology. The school works with parents and the community to ensure a quality education for all students in a safe, supportive learning environment.

Our five core values are:

- ❖ *Celebrate "Congratulate a Mate"* - We maintain high expectations and celebrate achievements. Feedback and celebration is provided by teacher, peer, parent or self about performance aimed at improving learning.
- ❖ *Learning "Live and Learn"* - Our learning caters for individual differences, it is purposeful, and engages learners through ownership and collaboration.
- ❖ *Excellence "Dream, Believe, Strive, Achieve"*- Learning is by having active minds and engaging the full range of opportunities and intelligences. We personalise the learning to suit the needs of our learners and encourage students to be open to being challenged by new ideas to broaden their learning.
- ❖ *Attitude "Your Attitude will set the Mood"*- We promote empathy and understanding in a warm and family orientated community, encouraging students to develop self-discipline and take responsibility for their learning.
- ❖ *Respect "Throw it and Catch it Back"*- We encourage student's self worth through acknowledging achievement and providing constructive feedback. We ensure the language of learning is consistent and respectful across the school.

These values are used to guide decision making for the school and explicitly taught to children through the code of school behaviour. We explicitly teach anti bullying skills and utilise strategies to build students social and emotional health through Glasser Choice Theory. We have high expectations for student behaviour and work with the community to ensure all students are safe and supported at school. Our weekly "Growth Mindset" lessons ensure students understand the importance of effort and how the brain grows stronger with exercise. In these classes, students are encouraged to move beyond their comfort zone and into their 'Proximal Zone of Development', where they feel challenged but not overwhelmed.

At Lake Clarendon State School, we are focussed on building literacy and numeracy skills and ensuring all students work at their appropriate level whether requiring additional support or extension. Within our Performance Pact program, we use a range of strategies including ability groups, open-ended questions and tasks and extension programs to meet the needs of a wide range of abilities. Our Intervention and Support Programs and Program of Excellence for students with Academic Talent provide the opportunity to differentiate the curriculum for different abilities.

The school plays an important role in the community by providing a range of extracurricular options for students including chess club, basketball, tennis, interschool sport, choir and instrumental music programs. We utilise specialist staff to teach students Japanese, science, physical education, Instrumental music and technology. We also offer lunchtime clubs including robotics, makerspace, coding, sports and choir.

Our school is a vibrant, engaging learning community with state of the art technology, well-equipped facilities and outstanding resources. The staff and community are focussed on teaching and learning to create a safe, supportive learning environment where every child achieves their true potential.

# Principal's Foreword

## Introduction

Lake Clarendon is committed to empowering all students to achieve their personal best. Our individualised programs are a feature of the balanced curriculum offered by Lake Clarendon Independent Public School. This report highlights the continuing high standard of work from our staff and students as well as the support offered by parents and the community. Our commitment to ensuring every day in every classroom, every student is learning and achieving will see the continuation of high expectations of performance from our staff and students.

The intent of this report is to provide parents and the community with a set of information that is common for all state and non- state schools in Queensland. It provides an overview of the highlights and successes for Lake Clarendon State School during 2017.

### School Progress towards its goals in 2017

The 2017 Improvement Agenda demonstrated the tipping point as the School moved from meeting expectations to moving beyond expectations. Our focus is always student achievement and community perception that is supported by continuous improvement of teaching and learning.

#### *Improvement priority: Teaching Quality*

Actions	Targets	Timelines
Improve our Performance in Reading and Writing through implementation of Performance Pact.	In all year levels: <ul style="list-style-type: none"><li>• 42% As; 50% B or C</li><li>• Overall students show a gain in achievement over the year</li></ul>	End of year
Promote Innovation through identifying research-based practices that promote innovative ideas.	All teachers engaged in innovation	End of year

#### *Improvement priority: Successful Learners*

Actions	Targets	Timelines
Personalise learning through 5-week data cycles and database tracking individual performances.	100% teachers	Term 1- 4
Engage students through cycle of highly effective teaching practices and instructional rounds observations.	100% teachers	Term 1- 4
Cultivate 21 <sup>st</sup> Century Learning through Inquiry based learning.	100% teachers	Term 1- 4

#### *Improvement priority: Build Positive Culture*

Actions	Targets	Timelines
Improve school performance through ASAA school review	100% staff engaged	Term 4
Improve Principal Leadership through consistent monitoring and collaboration.	100% staff	Term 1- 4
Promote positive relationships and celebrate successes	Whole school community	Term 1- 4

## Future Outlook

The future outlook for the Lake Clarendon State School community is extremely positive. Our school continues to show strong enrolment growth, with waiting lists on several classes. Our experienced staff members continue to refine and develop curriculum offerings which will meet both systemic and student needs. They are committed to the development of high yield pedagogy and the improvement of teaching and learning for all students with a focus on:

School Improvement Priorities 2018

### *Improvement priority: Pedagogy Expert Teaching and Learning*

Actions	Targets	Timelines
A sharp and narrow focus - Reading	U2B Year 3 Reading 75% Year 5 Reading 65%	Term 1 - 4
Embed Inquiry Based Learning	Students use the design process to complete their learning journeys	Term 1 - 4
Further develop a culture of collaboration, teamwork and collective responsibility for all student achievement and well-being.	All students show at least a year's gain in achievement over the year.	Term 1 - 4
Develop curiosity through STEAM	SSOS 100%	Term 1 - 4
High quality teacher focussed on the achievement of every student	All students fully engaged in their learning	Term 1 - 4

### *Improvement priority: Successful Learners*

Actions	Targets	Timelines
Embed Performance Pact in Literacy and Numeracy	95% attendance Parent SOS 100%	Term 1 - 4
Develop student leadership and student council initiatives	SSOS 100%	Term 1 - 4
Provide a range of activities to celebrate student achievement	95% attendance	Term 1 - 4
Embed Growth Mindset strategies	All students engaged and challenged	Term 1 - 4

### *Improvement priority: Capacity Building*

Actions	Targets	Timelines
Staff Performance	SOS data staff morale 100%	Term 1 - 4
Principal Leadership	Staff 100% leadership opportunities	Term 1 - 4
Promote positive relationships with Partners		Term 1 - 4

### *Improvement priority: Parent and Community partnerships*

Actions	Targets	Timelines
Continue to engage parents in the school vision, values, strategies and actions to further enhance educational outcomes for all students.	Parent SOS 100%	Term 1 - 4
Develop sustainable community partnerships.	Parent SOS 100%	Term 1 - 4

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	130	64	66	12	93%
<b>2016</b>	146	68	78	13	89%
<b>2017</b>	152	68	84	14	93%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Lake Clarendon State School provides education to primary age students from Prep to Year 6. Students of our school come from a range of socio-economic backgrounds and family structures. 9% of students were identified as Indigenous students. Some parents operate their own businesses, own or manage farms, are tradespeople, commute to other locations including Toowoomba and Brisbane or are employees in agricultural or retailing industries. Many students have siblings attending school. There is a strong connection to the heritage of the school and its history, with many generations of the same families attending our school.

Parents have high aspirations for their children and this assists the school in establishing and maintaining high expectations in learning and social outcomes.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	22	19
Year 4 – Year 6	26	19	21
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Lake Clarendon State School offers a diverse range of learning opportunities for students.

- ❖ We have a well-developed core curriculum that focuses on the learning areas of English, Mathematics, HASS, Science, Technology, Health & Physical Education and Languages Other Than English (Japanese) There are strongly defined curriculum plans which define areas of explicit teaching.
- ❖ Specialist programs and staff are provided in science, instrumental music, physical education, Japanese, technology and Intervention.
- ❖ The SAILS Program of Excellence is offered to academically talented students in Years 4-6. It incorporates the design thinking model in a curriculum that is enriched, compacted and accelerated. Students engage with secondary students from the local high school and have contact with leading industry professionals. They also take part in competitions and have access to mentoring programs.
- ❖ Lake Clarendon State School embraces information technology throughout the school with ICTs embedded across the curriculum as well as a range of other devices accessible at school.
- ❖ Variations to School Routine through camps (Year 4-6), excursions, incursions and visiting performances. These are planned to coincide with and enhance particular units of work.
- ❖ Japanese is taught to all students from Prep to Year 6. The emphasis is on cultural understanding and awareness and grows towards speaking and writing in Japanese as students' progress through the program.

### Co-curricular Activities

Lake Clarendon State School encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum. These include:

- ❖ Lunch time interest clubs including robotics, coding, sports and gardening
- ❖ Instrumental music program
- ❖ 'STIX' percussion
- ❖ Sporting Schools Program offering free after school supervised activities
- ❖ Chess club
- ❖ Interschool sport competitions
- ❖ Leadership programs and Student council
- ❖ Visiting user-pays programs such as Auskick and Futsal

### How Information and Communication Technologies are used to Assist Learning

Lake Clarendon State School seeks to educate and engage students in real time – utilising the rapidly developing and changing world of technology. The school actively promotes, engages with and utilises ICT opportunities within the whole school structure. ICT use in each classroom and administration at LCSS is purposeful, engaging and intrinsically linked to curriculum, best practice teaching, learning and positive student outcomes.

In 2017 Lake Clarendon State School was focussed on engaging, effective and flexible learning spaces for students with all classrooms having access to mobile laptop devices, interactive whiteboards and iPads. Subscriptions to Mathletics, Reading Eggs further extended student opportunity to work digitally.

SAILS extension program offered students extra opportunities to engage with ICT through robotics, 3D printing and collaboration with high school resources..

All teachers at Lake Clarendon State School have a strong commitment to working digitally through their use of virtual portals including:

- ❖ One Portal- Lake Clarendon State School teamsite
- ❖ One School- markbooks, reporting and student management
- ❖ Computers for Teachers- all curriculum programs, induction packages, behaviour and student support resources are accessed through OneNote
- ❖ School Website- established and maintained through Website for School Program

## Social Climate

### Overview

Our school has developed a Responsible Behaviour Plan for students. It is based on the work of William Glasser "Choice Theory" and his five basic needs – Power, Fun, Survival, Freedom and Love & Belonging. We have identified the following school rules to teach and promote our high standards of responsible behaviour.

The 4C's:

- ❖ Care for Self
- ❖ Care for our School
- ❖ Care for Learning
- ❖ Care for Others

The school places emphasis on self-managed learning within a framework of high behavioural expectations. Our small school environment leads to a supportive atmosphere for learning. Our focus on teaching learners how to become self-managed is part of the day-to-day curriculum and has led to the establishment of a system to describe each learner's support needs in terms of self-management. For the students to do their part we believe we must do ours. Our staff have negotiated class rules, quality teaching that is responsive to student learning needs, mutually respectful school and class culture and a trusting and supportive classroom environment. Students are rewarded with the opportunity to advance ultimately to a "Gold Level" behaviour level.

Our Chaplaincy program is proactive in supporting students who are experiencing loss or grief within their own personal lives and it supports the values education approach to managing student behaviour within the school.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	97%	100%
this is a good school (S2035)	90%	97%	93%
their child likes being at this school* (S2001)	86%	94%	93%
their child feels safe at this school* (S2002)	86%	94%	96%
their child's learning needs are being met at this school* (S2003)	86%	97%	93%
their child is making good progress at this school* (S2004)	95%	97%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	94%	96%
teachers at this school motivate their child to learn* (S2007)	86%	94%	93%
teachers at this school treat students fairly* (S2008)	71%	84%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	91%	96%
this school works with them to support their child's learning* (S2010)	100%	94%	93%
this school takes parents' opinions seriously* (S2011)	70%	91%	89%
student behaviour is well managed at this school* (S2012)	71%	91%	91%
this school looks for ways to improve* (S2013)	95%	97%	96%
this school is well maintained* (S2014)	100%	97%	98%



## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	81%	97%	97%
they like being at their school* (S2036)	79%	92%	88%
they feel safe at their school* (S2037)	89%	94%	88%
their teachers motivate them to learn* (S2038)	95%	100%	97%
their teachers expect them to do their best* (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	100%
teachers treat students fairly at their school* (S2041)	68%	86%	97%
they can talk to their teachers about their concerns* (S2042)	84%	83%	94%
their school takes students' opinions seriously* (S2043)	92%	78%	97%
student behaviour is well managed at their school* (S2044)	78%	75%	81%
their school looks for ways to improve* (S2045)	92%	94%	100%
their school is well maintained* (S2046)	92%	92%	97%
their school gives them opportunities to do interesting things* (S2047)	89%	97%	97%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	90%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	100%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	92%	95%	100%
their school takes staff opinions seriously (S2076)	92%	95%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	95%	100%
their school gives them opportunities to do interesting things (S2079)	100%	90%	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

At Lake Clarendon State School, we believe that parents are partners in education and that without that partnership we cannot succeed. Regular term meetings ensures that parents take an active role in setting academic goals in partnership with their child and the teacher. Parents are encouraged to maintain regular contact with the school and their child's teacher and are invited to attend parades, awards, sports days and other school events and celebrations. We hold end of term "Classroom Showcase" afternoons, where parents are invited to come in to the classrooms and see their child's

work each term and meet with the teacher informally. The P&C then put on a BBQ for all parents to mingle in a relaxed setting with staff.

Our Latte Lounge program has continued to build on its success from the previous year. Once a fortnight parents are invited to come and hear a guest speaker talk about an aspect of their child's education. In 2017 we have had representatives from our learning programs and partners, speakers from the local university and high school as well as teaching staff taking parents on a tour of their learning strategies. This has served to build relationships between parents and the school over a cup of coffee.

Families of students with diverse needs are encouraged to work in partnership with the support staff to address the needs of the students. Adjustments are planned and supports in place to ensure all students have full access to participate in the curriculum. Staff write personalised learning plans for students with disabilities and work in collaboration with internal and external stakeholders to ensure every student succeeds.

### **Respectful relationships programs**

Our school is focused on ensuring students learn about appropriate, respectful and healthy relationships and develop protective behaviours in all students. The Life Education Van visited our school to deliver programs to all year levels, focusing on personal health and safety. Supervised eating provides classroom teachers an opportunity to talk with their class about healthy eating and social issues, including any issues their students are having with each other, and guide them in conflict resolution. Parade Call out each Monday morning instils the Glasser Values of Caring for Learning, Self, School and Others in every student. Further discussions are followed up during class time.

### **School Disciplinary Absences**

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

<b>SCHOOL DISCIPLINARY ABSENCES</b>			
<b>Type</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Short Suspensions – 1 to 10 days	16	3	10
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

During 2017 Lake Clarendon State School implemented our Environmental Management Plan. We aim to reduce our ecological footprint through adopting sustainable practises in our everyday practices. We will achieve this by integrating sustainability into all areas of the curriculum and instilling a sense of ownership of and pride in improving the environment. We will lead the community by demonstrating exemplary practices in waste management, water and energy usage, and continue to develop the school grounds to promote biodiversity. Over the next three years we will aim to reduce waste by 25%, water consumption by 10% and energy consumption by 25%.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	109	
2015-2016	42,397	
2016-2017		

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.

## 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 <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

Sector:  
 Government  
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	14	9	<5
Full-time Equivalent	11	5	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	10
Diploma	1
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2017 were \$15 185

The staff at Lake Clarendon State School have a strong commitment to their professional learning.

They spend many hours a year in school time, before and after school and on weekends, and in school vacations learning about new programs, technologies and improvements in education.

The major professional development initiatives in 2017 include (and are not limited to):

- ❖ VCOP Big Write
- ❖ Speech Sound Pics Approach
- ❖ Inquiry Based Learning
- ❖ Growth Mindset
- ❖ Maths Mastery
- ❖ Coding/Robotics implementation
- ❖ Using student data to improve outcomes
- ❖ Code of Conduct and Student Protection

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

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	93%	93%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

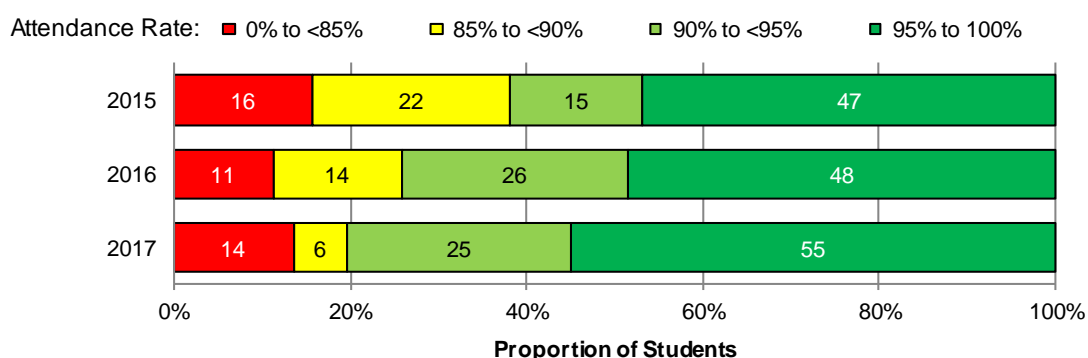
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	93%	90%	91%	89%	92%	94%						
2016	93%	95%	93%	93%	92%	91%	94%						
2017	94%	95%	95%	94%	95%	93%	92%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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.

Non-attendance is managed in state schools in line with the DET 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. At Lake Clarendon State School attendance is considered to be of great importance. In 2017 our Performance Pact program was established where students who have a 95% attendance rate are invited to sign a contract that states that we will guarantee the student will achieve their personal best by the end of the school year. Throughout this program, we regularly circulate the message that if children are not at school we can't teach them. The research behind attendance and achievement is discussed and shared with parents and we encourage parents to ensure their children are at school every day of the school year. We also monitor lateness and early leavers as these account for large numbers of interruptions to learning every day and have recently implemented a 24 hr notice for early leavers.

The class roll is marked shortly after the first bell in the mornings. If parents arrive after this bell they must sign their children in at the office and collect a late slip to present to the class teacher. The roll is marked again after lunch and all absences are recorded centrally. A text message is sent to parents of students with unexplained absence between 9.30-10am.

Parents are encouraged to ring the school in the morning of an absence using the Student Absence Hotline.

Absences of three days or more without an explanation are investigated. Absence is recorded on student's reports at the end of each semester.

## NAPLAN

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**.

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School name

Suburb, town or postcode

Sector:

Government

Non-government

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.