



Lake Clarendon 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

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.

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.

School progress towards its goals in 2018

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.

- Significant improvement in attendance throughout the year due to our Performance Pact guarantee.
- Achieved U2B and MSS NAPLAN Targets in 6/8 of areas – improvement still required across Writing.
- Improved A-E data across all cohorts (C or better) English, Maths and Science
- Developed a culture of collaboration, teamwork and collective responsibility for all student achievement and well-being
- Developed a long term partnership of our SAILS Excellence Academy with Lockyer State High School to incorporate the specialist teaching of Digital Technologies through the STEM initiative
- Improved communication to our community through Facebook, School Term Magazine and Class Dojo.

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:

Improvement Priority	Strategy
Expert Teaching and Learning	<i>Sharp and narrow focus on Writing</i>
	<i>High Performing teams through School Improvement cycle and GROWTH Coaching QELI course for all teachers</i>
	<i>Growth Mindset embedded</i>
Successful Learners	<i>Performance Pact in Numeracy</i>
	<i>Tactical Teaching of Reading</i>
	<i>Curiosity through STEAM</i>
Capacity Building	<i>Pathways for HAT and Lead Teachers established through sector leadership positions</i>
	<i>Triadic Coaching</i>
	<i>Embed instructional leadership practices in daily routines</i>
Parent and Community Partnerships	<i>Communication through feedback loop</i>
	<i>University Coast to Country Internship project</i>



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	146	152	163
Girls	68	68	79
Boys	78	84	84
Indigenous	13	14	22
Enrolment continuity (Feb. – Nov.)	89%	93%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	19	23
Year 4 – Year 6	19	21	23
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 Whole School Curriculum Framework covers all required Key Learning Areas including: English, Mathematics, Science, History, The Arts, Studies of Society and the Environment, Technology, Physical Education and Languages Other Than English (Japanese). The Australian Curriculum sets the expectations for what all young Australians should be taught, regardless of where they live in Australia or their background. Our units of work draw on the Australian Curriculum, Year Level Achievement Standards to ensure our students are working towards national expectations.

Teachers work to deliver quality teaching and learning cycles targeted to the individual needs of the students and aligned to the Australian Curriculum.

Tracking of priorities and Response to Intervention programs are undertaken through the Performance Pact process to ensure personalised learning.

Pedagogical check ins and classroom walkthroughs are undertaken by the Principal to review horizontal and vertical alignment.

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

Our school is working towards embedding the Information and Communication Technology skills vital to being successful in the 21st century. As a General Capability in the Australian Curriculum, our school embeds the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century.

To engage with Information and Communication Technologies, our school offers:

- Each classroom has an Interactive 65 cm LCD with Vivi linkage to the internet.
- Specialist ICT (Prep-2) and Digital Technologies (Yr3-6) Teachers
- Each classroom has banks of wireless enabled laptops available for individual and small group work learning.
- Our SAILS Excellence Academy has pods of wireless enabled Laptops, 1-1 iPads, 3D printers and robotics kits. It has access to a range of additional resources through their partnership with Lockyer State High School.
- Our early years classrooms have 30 iPads
- All teachers have been provided with new iPads to access educational apps to support the school's teaching and learning improvement agenda.
- Our students engage with Ed Studios on The Learning Place to provide online learning opportunities and we also participate in online academic courses.

Social climate

Overview

The school community is extremely confident that the school provides a safe, supportive and productive learning environment with key elements such as student behaviour, feeling safe and providing students with useful feedback to improve as highlights in our School Opinion Survey data. This has been achieved through our adoption of high level of expectations consistently implemented across the school in our whole school approach to:

- Responsible Behaviour Plan based on Glasser Choice Theory which supports students to have high behavioural expectations of themselves through a self-managed learning framework.
- Character development and student support (including our whole school Growth Mindset program and Zones of Regulation Development) both academically and socially, which is managed through the school's Well Being Team.
- Specific proactive and intervention programs as supported by the school's Guidance Officer, Diverse Learning Teacher, the School Chaplain, School Administration and teachers, working as a team with the parent, to help the child become an independent and self-managed learner and enable them to be the best they can be.
- Development of student leadership programs including: Whole school Student Council, Eco Warriors and Sports Leaders
- Close monitoring of student attendance through Performance Pact Guarantee to proactively address any student whose attendance drops below 95%
- 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

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)	97%	100%	100%
• this is a good school (S2035)	97%	93%	100%
• their child likes being at this school* (S2001)	94%	93%	100%
• their child feels safe at this school* (S2002)	94%	96%	100%
• their child's learning needs are being met at this school* (S2003)	97%	93%	100%
• their child is making good progress at this school* (S2004)	97%	96%	100%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	96%	100%
• teachers at this school motivate their child to learn* (S2007)	94%	93%	100%
• teachers at this school treat students fairly* (S2008)	84%	91%	95%
• they can talk to their child's teachers about their concerns* (S2009)	91%	96%	94%
• this school works with them to support their child's learning* (S2010)	94%	93%	100%
• this school takes parents' opinions seriously* (S2011)	91%	89%	92%
• student behaviour is well managed at this school* (S2012)	91%	91%	100%
• this school looks for ways to improve* (S2013)	97%	96%	100%
• this school is well maintained* (S2014)	97%	98%	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)	97%	97%	95%
• they like being at their school* (S2036)	92%	88%	81%
• they feel safe at their school* (S2037)	94%	88%	90%
• their teachers motivate them to learn* (S2038)	100%	97%	90%
• their teachers expect them to do their best* (S2039)	100%	100%	90%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	100%	88%
• teachers treat students fairly at their school* (S2041)	86%	97%	86%
• they can talk to their teachers about their concerns* (S2042)	83%	94%	85%
• their school takes students' opinions seriously* (S2043)	78%	97%	82%
• student behaviour is well managed at their school* (S2044)	75%	81%	86%
• their school looks for ways to improve* (S2045)	94%	100%	88%
• their school is well maintained* (S2046)	92%	97%	90%
• their school gives them opportunities to do interesting things* (S2047)	97%	97%	90%

* 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)	90%	100%	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)	100%	94%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	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)	95%	100%	100%
• their school takes staff opinions seriously (S2076)	95%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	95%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	90%	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

The culture resonating through our school is the sense of pride and the sense of community – within our students, staff, parents and the wider community. We are all committed to ensuring a quality education that recognizes the individual talents and needs of our students.

Parents are very welcome at our school and considered partners in their child's education. Through working together, we are able to achieve our vision of ensuring we are "Empowering All to Achieve".

To support strong parent and community engagement with our school, we offer:

- A very strong volunteer program to support learning in classrooms providing support and training
- A highly supportive and active Parents and Citizens Association who organises fundraising opportunities for the School
- A supportive and pro-active School Council
- Parent Information sessions / forums / workshops
- An innovative Pre-Prep Program
- Under 8's Day which includes members of our community to celebrate early childhood
- NAIDOC Week activities which support our students developing their understanding of Indigenous culture
- Education Week community activities celebrating the learning being achieved in our classrooms
- Parent/Student/Teacher Meetings (twice / year)
- Formal Student Report Cards (Terms 2 & 4)
- Parent volunteer support for excursions and events
- Whole School Assemblies featuring student performances and celebrating student achievements

Respectful relationships education 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 visits our school to deliver programs to all year levels, focusing on personal health, safety, family violence and drug and alcohol awareness. 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

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	3	10	11
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

Lake Clarendon State School has 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%.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	42,397		43,475
Water (kL)			

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.

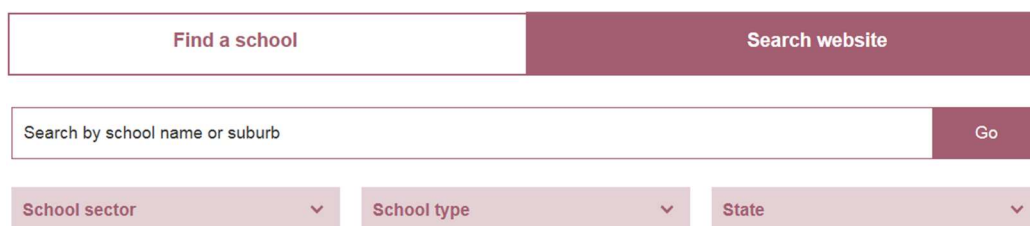
School funding

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.



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.



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	15	10	0
Full-time equivalents	12	6	0

*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	1	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	1	
Graduate Diploma etc.*	1	
Bachelor degree	11	
Diploma	1	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$15 185

The major professional development initiatives in 2018 include (and are not limited to):

- Curriculum planning to create high quality units of work drawing on the Australian Curriculum
- STEM
- The Teaching of Writing
- The Teaching of Number (Numeracy)
- Quality Teaching – Pedagogical Framework
- Students with Disabilities and the National Consistent Data Collection process
- Differentiation including Higher Order Thinking & enrichment
- Growth Mindset

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.	97%	97%	97%

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	93%	94%	94%
Attendance rate for Indigenous** students at this school	93%	93%	94%

* 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%	94%	96%
Year 1	95%	95%	94%
Year 2	93%	95%	95%
Year 3	93%	94%	93%
Year 4	92%	95%	93%
Year 5	91%	93%	94%
Year 6	94%	92%	93%

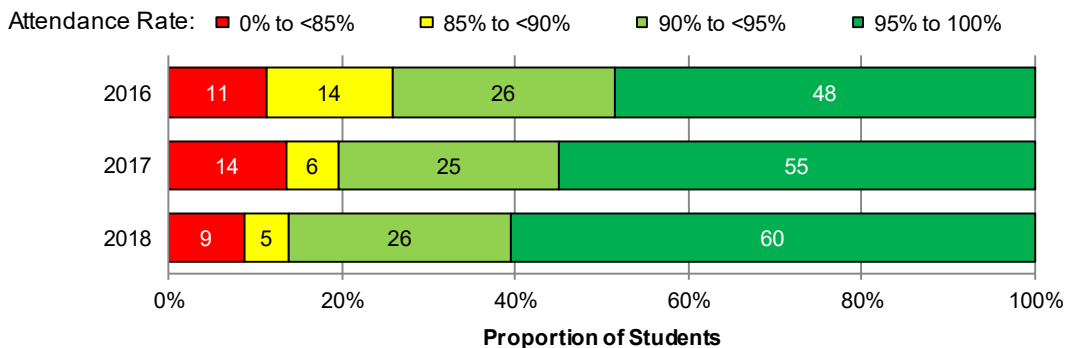
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

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. Our Performance Pact program is well 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 9.00am – 9:30am.

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

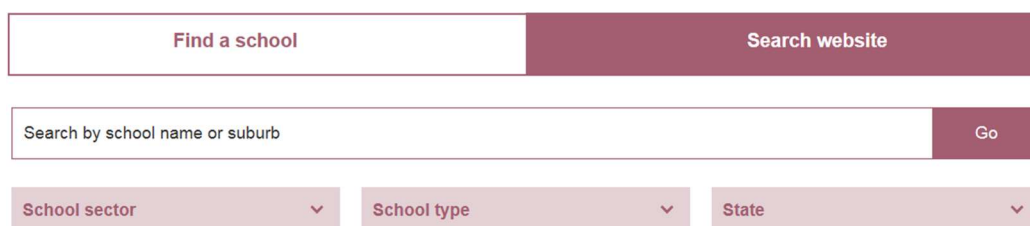
Absences of three days or more without an explanation are investigated. Absence is recorded on student's reports at the end of each semester.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.