

Our school at a glance



Postal address	MS 381 Springsure 4722
Phone	(07) 4985 5150
Fax	(07) 4985 5340
Email	the.principal@lochingtss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mr Preston Parter - Principal

Principal's foreword

Introduction

This report highlights the unique teaching and learning context of Lochington State School. The drive of all teaching staff at Lochington is underpinned in the umbrella of Central Queensland's leadership in effective pedagogical practice through an explicit teaching framework. This report will be presented at the next P&C meeting and will be emailed to all community members. Paper copies will also be made available to those on request.

School progress towards its goals in 2013

GOAL 1: Development and implementation of a rigorous program to increase reading outcomes.

Developed a rigorous system that involved parents, staff and the community to support the development of reading with each child. Systems of monitoring were developed and altered (formal and informal testing) to measure progress. Each child at Lochington reads with an adult twice a day. They receive one/one conferencing with a teacher each day to work on specific reading and comprehension strategies. Parent readers take students individually three times a week and success is shared through the newsletter within the community.

GOAL 2: Development and Implementation of an explicit teaching framework

Through liaising with all school parties and developing a deep knowledge of the learning needs of the children of Lochington, a framework was developed.

Future outlook

Explicit Instruction

Implement a rigorous curriculum grounded in the explicit teaching framework to enable children to access core knowledge's and skills to display growth over time which will be evident in school based / Australian wide standardised testing.

- Through explicit instruction, all children will be aware of the intent and desired learning outcome of each lesson.
- Every child will have a good day everyday at Lochington. Every child will know that they matter every day.
- High expectations of each child will be clearly articulated.
- The sequence of each lesson will be a warm-up, activate prior knowledge for the lesson, lesson intention, and follow the model of I do, We do, You do, then review independent work and plough back where necessary.

Our school at a glance

Data

- Develop a sound understanding of the region's benchmarks and standards in all areas.
- Use data collection to ascertain individual learner's level and then plan the next step for learning.
- Establish clear learning goals with each child.

Partnerships

- Develop productive partnerships with students, staff, parents, and the community.
- Seek the knowledge of speech and occupational therapists to ensure the students have the necessary support to reach target goals.
- Develop a positive relationship with the support team at Emerald North to ensure best practice.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	4	3	1	100%
2012	4	3	1	100%
2013	3	2	1	75%

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

Characteristics of the student body:

The students of Lochington are from a nearby cattle station situated 15 km from Lochington State School. The children are all from the one family, 2 girls and 1 boy. These students are from a non –indigenous family where English is the only language spoken. The students were all born in rural Queensland. Their family comprises of a mother (home-carer), father (cattle grazier/owner) and four children, three of school age. The students began their schooling career at Lochington State School and the eldest child has been in attendance for 6 years. For the

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	4	4	3
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Lochington State School provides a rigorous implementation of the National Curriculum. It also provides one/one speech language programs, perceptual motor program and embedded fine/gross motor skill development throughout all curriculum areas.

Extra Curricula Activities:

Children at Lochington are active workers on their properties. They are involved in mustering, and other daily workings of the property that they live on. They have opportunities to be involved in a range of sporting activities at Springsure as well as instrumental music.

How Information and Communication Technologies are used to assist learning:

Each student at Lochington State School has their own computer that is cabled to a coloured printer. They have a range of educational software that enhances their learning. Due to the isolation of this school, students often use email to communicate with students from other schools, community members and extended family. The interactive white board assists in the delivery of all curriculums and enables the learners to actively participate in lessons. Each student has a digital camera that they use across curricular areas as visual stimulus and to substantiate their concrete learning. More recently, the school has purchased iPads to assist with their learning.

Social climate

Lochington shares a positive and caring social climate, where all participants in the learning environment feel safe, secure and happy. Children are happy to attend school, feel that they are treated fairly and have no bullying incidents. Due to the very small number of parent and student survey respondents, we have withheld the survey result for these two cohorts.

Our school at a glance

Parent, student and staff satisfaction with the school

Parents, students and staff feel valued, motivated and supported in this environment.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	DW	DW
this is a good school (S2035)	DW	DW
their child likes being at this school* (S2001)	DW	DW
their child feels safe at this school* (S2002)	DW	DW
their child's learning needs are being met at this school* (S2003)	DW	DW
their child is making good progress at this school* (S2004)	DW	DW
teachers at this school expect their child to do his or her best* (S2005)	DW	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW
teachers at this school motivate their child to learn* (S2007)	DW	DW
teachers at this school treat students fairly* (S2008)	DW	DW
they can talk to their child's teachers about their concerns* (S2009)	DW	DW
this school works with them to support their child's learning* (S2010)	DW	DW
this school takes parents' opinions seriously* (S2011)	DW	DW
student behaviour is well managed at this school* (S2012)	DW	DW
this school looks for ways to improve* (S2013)	DW	DW
this school is well maintained* (S2014)	DW	DW

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	DW	100%
they like being at their school* (S2036)	DW	100%
they feel safe at their school* (S2037)	DW	100%
their teachers motivate them to learn* (S2038)	DW	100%
their teachers expect them to do their best* (S2039)	DW	100%
their teachers provide them with useful feedback about their school work* (S2040)	DW	100%
teachers treat students fairly at their school* (S2041)	DW	100%
they can talk to their teachers about their concerns* (S2042)	DW	100%
their school takes students' opinions seriously* (S2043)	DW	100%

Our school at a glance

student behaviour is well managed at their school* (S2044)	DW	100%
their school looks for ways to improve* (S2045)	DW	100%
their school is well maintained* (S2046)	DW	100%
their school gives them opportunities to do interesting things* (S2047)	DW	100%

Performance measure

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

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

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Daily informal conversations are held with parents to ensure that the strong link from home to school is maintained. When the need arises parents are contacted to discuss concerns about individual children.

Fortnightly newsletters inform parents of school events and each child's progress in literacy, numeracy and other curriculum areas. This year homework was made mandatory. This implementation allowed for a more succinct message and involvement of parents in the education of their children. Homework is tailored to revise explicitly taught concepts from class and incorporate tasks that require revision specific to each individual child.

Discussions of the children's progress after each day is had with parents to not only establish clear expectations and support strategies, but to also bring about participation and dialogue about their child's learning. Reading skills are a priority at Lochington.

The encouragement and extrinsic motivation for the children to read at home as well as school is becoming evident in their improved data. Parents are noticing the rewards of their efforts in reading with their children.

Our school at a glance

Reducing the school's environmental footprint

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

The staff and students of Lochington were provided a detailed account of the energy consumption at Lochington state school. From there discussions and actions were put in place to develop conservative habits and practice. The Environmental Team formed which comprised of :

Teachers
Parents
Parents and Citizens/friends association
Administration and support staff
Grounds staff
Students
Neighbouring Properties

From there, each person took ownership to reduce energy consumption. The EQ goal of reducing electricity consumption by 20% from now until 2015 has been well articulated to all participants at Lochington.

The school is self- sufficient with water with two tanks for drinking water as well as being supplied dam water from the property. The EQ goal of reduction of water use is 15% by 2015.

The EQ goal to reduce our waste to landfill by 50% by 2015 has proven to be problematic as there are no external waste collection services in Lochington. Therefore recycling practices needed to be developed at a ground level. There are 4 bins that staff and students sort their rubbish into; scraps, plastic, paper, bottles and jars. From this the scraps are put into a worm farm and then transported into school gardens. Paper is shredded and used in gardens. Bottles and jars are washed and re-used for art material storage and/or given to families for re-use. Plastics are deposited in the landfill on the property.

These environmental responsible practices are embedded into everyday life at Lochington State school. Measures of consumption at periodical periods during 2014 will be compared with 2013 data for students, parents and community members to see how their actions are impacting on the environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	9,226	0
2011-2012	0	0
2012-2013	7,495	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

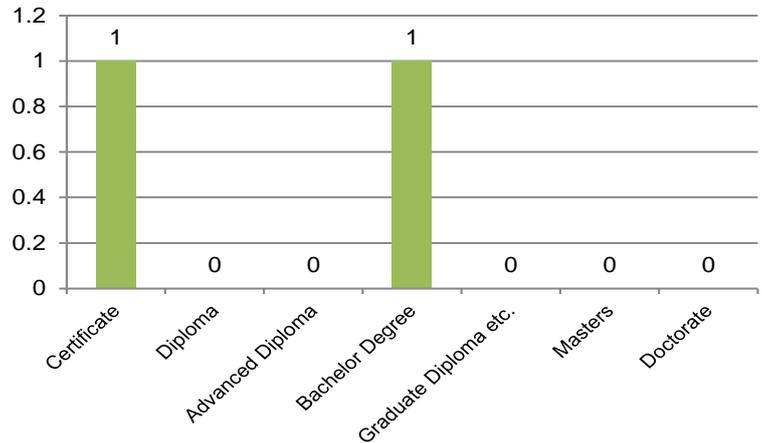
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	1	2	1
Full-time equivalents	1	1	1

Qualifications of all teachers:

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



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$2302.71. The major professional development initiatives are as follows:

- Explicit teaching – Teacher and Teacher Aide.
- Writing improvement – Seven steps to writing program – Itinerant Teacher and Principal
- Data collection and analysis – Teacher Aide and Principal

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	100%

Proportion of staff retained from the previous school year

From the end of the previous school year, 50% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry 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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	84%	79%	91%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

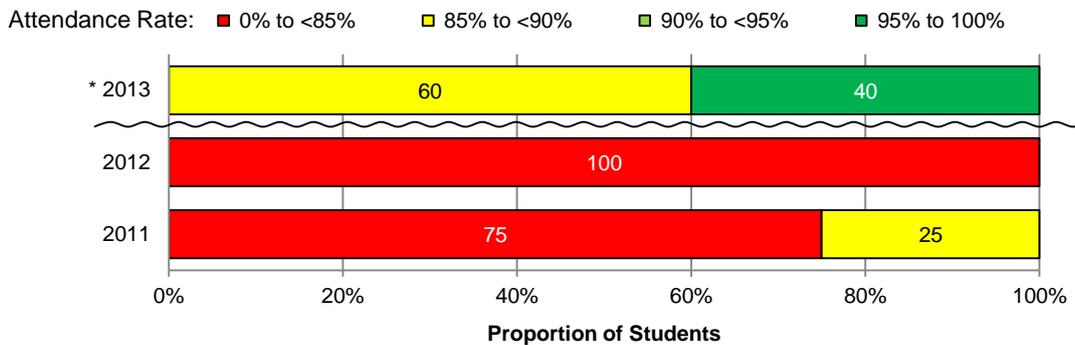
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	DW					83%						
2012	DW	DW					81%					
2013			DW	DW	DW			DW				

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Performance of our students

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.

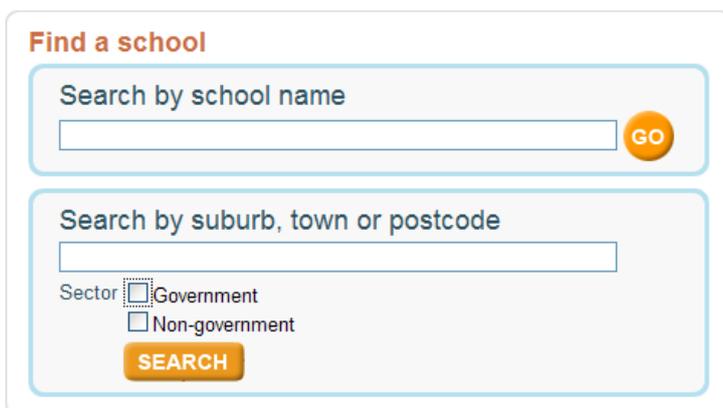
Both electronic and manual roll marking procedures are undertaken at Lochington. Attendance, in the past, has been a concerning issue at Lochington and therefore the following measures have been undertaken to increase attendance:

- Posters of 'everyday counts' are clearly displayed in all blocks.
- Rolls are taken twice a day 9am and 2pm.
- The need for attendance to increase student learning outcomes is frequently articulated in both school newsletters and P&C meetings.
- If students are not present, phone calls are made to parents to ascertain a reason.
- If weather conditions are the reason, school work is scanned and emailed to parents and conversations are made to clearly articulate the learning intent.
- Posters that articulate long term statistical ramifications of non-attendance over a child's schooling career are clearly displayed and have been discussed in newsletters and P&C meetings.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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.

Performance of our students

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

Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past four years, Lochington State School has had no indigenous students. Therefore, comments cannot be made on NAPLAN performance or attendance. However, Indigenous perspectives are taught in all year levels, across all learning areas and are embedded in the national curriculum that is explicitly taught to each child.

Furthermore, student's work that is embedded with indigenous perspectives is displayed and shared with the community through celebration days, newsletters and emails from students.