



Lochington State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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Introduction

The intent of this report is to inform the local community and other interested parties about the characteristics of our school. This report includes data such as NAPLAN results, attendance percentages and enrolment numbers to give the reader a snapshot of our school. Hard copies of this report are available through the school office. This report has also been presented to the Lochington Parents and Citizen's association. Our School motto is 'Learn For Life'.

Lochington State School is a state school that provides quality education in a rural setting. Students work in a composite class structure in one classroom, with a well-resourced library building as well. Curriculum delivery follows the key learning areas with students empowered to achieve to their potential through well-refined teaching and learning programs and comprehensive support structures and intervention programs. We have a strong close connection with the Lochington Recreation Club and its facilities.

School overview

Built by the local community on a cattle property in 1951, Lochington State School is a small rural school situated in the Central Highlands Region of Queensland. We are located 125 kilometres south-west of Emerald and 75 kilometres west of Springsure. Being a small school, our class is multi-aged. Older students are encouraged to take leadership roles and all children work and play together, forming lifelong friendships, while aiming to improve their Learning Outcomes.

The distinctive feature of our small school is the importance placed upon individual learning, with Learning Plans and goals a priority for each child. Our curriculum has a strong Literacy and Numeracy focus, and Higher Order Thinking Skills are incorporated in all areas of our learning. These are designed to develop active problem solving strategies and independence in learning, fulfilling our school motto.

Students are encouraged to take pride in all tasks and accept responsibility for their own learning and behaviour. The staff and wider community are committed to providing our rural students with high quality education and opportunities to participate in meaningful learning experiences.

School progress towards its goals in 2018

Lochington State School improvement goals in 2018 were to:

1. Develop pedagogical practice and an expert teaching team, which will be continued this year.
Strategies for success included;
 - All students were engaged in reading across the curriculum to improve their comprehension.
 - Vocabulary building and sentence structure assisted the quality of writing to be lifted in the upper years.
 - Monitored and maintained Spelling achievement for all students through practice and regular standardised testing.
 - Engaging teachers and teacher-aides with professional learning of through partnerships with educational professionals and cluster schools.
 - Improvement and access to specialist lessons for students in, The Arts (Music), and external support agencies for 'At Risk' students were employed.
2. Deliver a systematic and differentiated curriculum that was quality assured and aligned with the Australian Curriculum, using small schools collaboration this too will be further developed in 2019.
Strategies for success included;
 - Creating a culture of collaboration through after assessment moderation, to assist in developing a review of student work using up to date exemplars, matrices and Guide to Making Judgement (GTMJ) criteria sheets.
 - Identifying student gaps in a formalised period of data analysis and implementation of intervention has assisted timely support, for students with needs.
 - Reading check-ins every term was achieved and will become more regular in 2019.
 - Spelling and writing formal analysis every 5 week cycle began to be developed.
 - All teacher-aides and itinerant teachers developing, as staff changes occur.
 - Delivering quality differentiated support for students, which is still being improved through collaborative support with specialists in 2019.
 - 80% of students to achieving 'C' or above in English, Maths and Science.

Future outlook

Our goals for 2019 are to:

- Increase numbers of students in the U2B in NAPLAN reading.
- Regularly perform standardised assessment of reading and spelling, and recorded in Literacy Continuum.
- Improve the relative gain in NAPLAN similar to or better than the Nation in Reading and Spelling for all students.
- Deliver Systematic and differentiated curriculum to assist 80% of students to achieving C or above in English, Maths and Science
- Build staff capability to provide differentiated literacy support with the assistance of I4S funded Speech and Language Therapist.

This will be achieved by:

- Formalising pedagogical practices with targeted resources for professional development and instructional leadership as planned in 'Annual Professional Development Plans for 2019
- Continue the individualised and differentiated student learning approach that Lochington SS staff are continually managing to suit the student's needs
- Establishing a culture of regular coaching and feedback that provides consistency across the school in 2019.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	10	7	8
Girls	5	5	4
Boys	5	2	4
Indigenous	1		
Enrolment continuity (Feb. – Nov.)	89%	88%	80%

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 2 students enrolled in a pre-Prep program for 2019.

Characteristics of the student body

Overview

The staff of Lochington SS provide appropriate learning opportunities and the necessary support to ensure every student in this remote, rural community, progresses in their learning. The multi-aged classroom and small student numbers ensure that teaching and learning are highly individualised and contextualised.

This small property school on the Lochington Station was built in 1952 by members of the Lochington family. Students currently enrolled include the great grandchildren and grandchildren of the founders of the school who were mainly and still are cattle producers. The wider community is highly invested in the school and view it as the hub of the community. All staff, students have a clear sense of belonging and speak highly of our school.

Students are highly engaged in their learning and express a clear belief that it is important to 'try hard' and they respond to feedback and support provided by staff.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	9	8	5
Year 4 – Year 6			
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

Explicit Instruction (EI) is the main pedagogical framework implemented in the classroom. The teaching team, including classroom teachers and teacher aides, are exploring and sharing a range of effective teaching strategies to build professional knowledge of EI.

In 2018 units of work came from the Lochington Prep to Year 6 curriculum planning model A / B Year cycle, based on the Australian Curriculum (AC). In 2019 the units are multi-level Version 8 AC in the key subject areas English, Math, and Science. AC other subject areas are delivered in the school as per recommended implementation guidelines. All AC areas will be implemented in 2020.

Co-curricular activities

The school is situated beside the Recreation Club and accesses the facilities of the club. The school is able to use the range of facilities including an oval, tennis court, swimming pool and hall. Community and school events held at the Rec Club include:

- swimming lessons,
- cricket days,
- cross country
- cluster sports days
- sport clinics from visiting instructors
- Isolated Children's and Parents Association (ICPA) 5 day Sports Camp in Clermont
- show activities (Alpha Show and Springsure)
- visits to Distance Education providers
- Parents and Citizens' Association (P&C) events.
- ANZAC Day Springsure Community April

How information and communication technologies are used to assist learning

Students in 2018 were provided with online instruction:

- Japanese

Lochington have supported literacy and numeracy with resources in subscriptions such as Reading Eggs and Mathletics to enhance learning.

Digital Technologies have started the journey in Lochington, having been purchased in 2018, in the form of robotics, and these are to be employed in classroom learning in 2019.

Social climate

Overview

1. Our school has a positive social climate with teaching in the area of Social and Emotional Wellbeing embedded in daily routines. Positive behaviours are acknowledged using a school-wide positive behaviour system and reinforced with Student of the Week certificates on weekly parades.
2. Students are aware of the school's behaviour expectations of 'Be safe, Be respectful, Be responsible'. Students are engaged and challenged, and whole-class and small group activities are modified to meet the learning needs of all students.
3. Whole school inclusive approaches:
 - Growth Mindsets were engaged in the classroom
 - Parents are engaged in the school in the start of the year with parent reading program in 2018
 - Parents support events at the school and through the P&C activities and at the 2018 camp.
4. Staff work closely with parents and support teachers to make sure diverse learning needs are met. In accordance with our Learning and Wellbeing, adjustments for students requiring additional support are enacted following a collaborative social justice process that includes families, all teaching and support staff and visiting specialist teachers.

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)	DW	DW	100%
• this is a good school (S2035)	DW	DW	100%
• their child likes being at this school* (S2001)	DW	DW	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child feels safe at this school* (S2002)	DW	DW	100%
• their child's learning needs are being met at this school* (S2003)	DW	DW	100%
• their child is making good progress at this school* (S2004)	DW	DW	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	DW	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	100%
• teachers at this school motivate their child to learn* (S2007)	DW	DW	100%
• teachers at this school treat students fairly* (S2008)	DW	DW	80%
• they can talk to their child's teachers about their concerns* (S2009)	DW	DW	100%
• this school works with them to support their child's learning* (S2010)	DW	DW	100%
• this school takes parents' opinions seriously* (S2011)	DW	DW	100%
• student behaviour is well managed at this school* (S2012)	DW	DW	60%
• this school looks for ways to improve* (S2013)	DW	DW	100%
• this school is well maintained* (S2014)	DW	DW	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)	DW	DW	100%
• they like being at their school* (S2036)	DW	DW	100%
• they feel safe at their school* (S2037)	DW	DW	100%
• their teachers motivate them to learn* (S2038)	DW	DW	100%
• their teachers expect them to do their best* (S2039)	DW	DW	100%
• their teachers provide them with useful feedback about their school work* (S2040)	DW	DW	100%
• teachers treat students fairly at their school* (S2041)	DW	DW	100%
• they can talk to their teachers about their concerns* (S2042)	DW	DW	100%
• their school takes students' opinions seriously* (S2043)	DW	DW	100%
• student behaviour is well managed at their school* (S2044)	DW	DW	100%
• their school looks for ways to improve* (S2045)	DW	DW	100%
• their school is well maintained* (S2046)	DW	DW	100%
• their school gives them opportunities to do interesting things* (S2047)	DW	DW	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	75%	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)	100%	75%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The school has established informal partnerships with families from the local community, families from distance education and the Rec Club, with the purpose of improving the opportunities for students and families in the community through organised events. Special events such as these have also provided an opportunity to celebrate with generations of extended families who have also attended the school with this connection forming an integral part of several of our celebrations

The school communicates to the wider community through the fortnightly school newsletter, school Facebook page and Messenger. Additional copies of the school newsletter are placed at the Rec Club for access by the wider community.

We celebrate success with parents at weekly parades, the End of Year Concert, the Leadership Induction Ceremony.

The school engages with other small schools in the Springsure cluster in a number of activities. These include before and after-moderation, professional learning activities and participation in small schools sporting events.

Parents collaboratively review, with the P&C, school and community decision-making processes ensuring they occur within the structure of the formalised P&C meeting.

Respectful relationships education programs

Sun safety is maintained in the school. "No Hat, No Play" policy is maintained in lunch play and in sporting activities. Shade shelters are provided for at the school and when visiting other schools.

A Workplace Health and Safety committee meets to uphold safety and wellbeing in the school for both staff and students. Regular Fire Drills and Lockdowns are practised each term.

Students are taught skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The school community are fully informed and understand the process for reporting incidents.

The school builds a culture that seeks to prevent gender bias, through the building of respectful relationships through the curriculum.

Speech and Language Therapist employed for students program implementation to support Literacy engagement and results

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	0	0	0
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

Lights and Cooling are monitored and on a timer to ensure they are not excessively used when the classes are empty.

Cans and plastic bottles are collected at the local Recreation Club in recycling bins

Food scraps are collected and placed in compost bin.

Hosing systems and gardens are on drippers or timers.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	11,784	13,869	9,251

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb <input type="text"/>		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	4	0
Full-time equivalents	1	1	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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	1
Certificate	2

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$6010

The major professional development initiatives are as follows:

- Finance training - Principal
- Cert IV in Education support – Teacher Aide

- Chemicals Training – Groundsperson
- STEM – Principal
- Principal's Conference, Take the Lead, Aspiring to Principal Program
- SIU Review Training – Principal
- Writing – Teaching Staff
- SBS Training – Administration
- AC – Teaching Staff

The proportion of the teaching staff involved in professional development activities during 2018 was 80%

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.	100%	100%	99%

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	94%	94%	87%
Attendance rate for Indigenous** students at this school	DW		

* 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

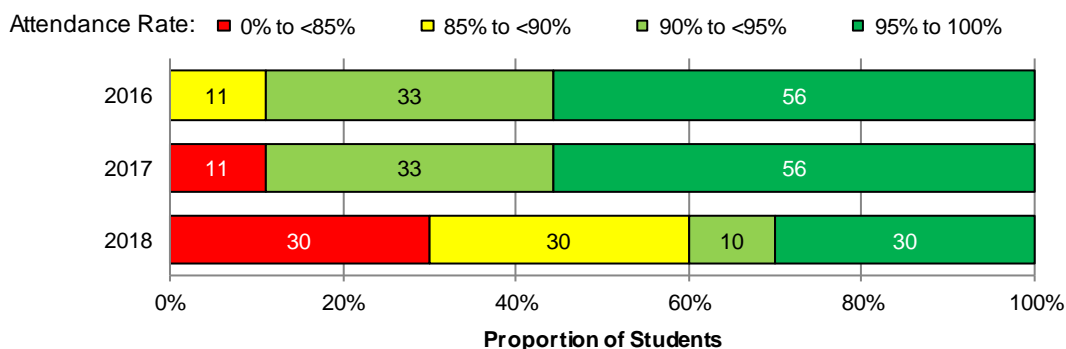
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	DW	85%	Year 7		DW	
Year 1	96%	90%	DW	Year 8			
Year 2	98%	DW	DW	Year 9			
Year 3	DW	98%	DW	Year 10			
Year 4		DW	92%	Year 11			
Year 5	DW		DW	Year 12			
Year 6	DW	DW	DW				

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.

- Unknown Absenteeism is managed with phone calls to parents and carers
- Marking of rolls is done through OneSchool twice a day

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

- Click on the *My School* link <http://www.myschool.edu.au/>.
- Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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



4. Click on '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.