Principal’s foreword

Introduction

“Learn For Life”

This report provides a snapshot of our 2011 school performance, our social climate and goals and characteristics that make Lochington a unique school.

Lochington State School is committed to providing high quality education and varied experiences for the children attending this small and remote school.

There is a strong commitment to provide opportunities across a wide range of the curriculum areas for all students to experience success and to build self-esteem, independence and a lifelong love of learning. The multi-age structure across the school supports the philosophy that education for life involves a range of social interactions and different learning contexts.

Our community’s recognition of the importance of education and lifelong learning began over 50 years ago when parents built their own school. This commitment still continues today with loyal support to the school.

Lochington State School provides a safe and tolerant learning environment for all students and staff. We recognise diversity and treat all people with respect and dignity.

A copy of this report is placed on the school website and a hard copy is kept in the office for visitors and the community to pursue.

Lochington is a small school, proud of its past and hopeful for its future.
School progress towards its goals in 2011

In 2011 the staff, students and community collaboratively worked to achieve our goals as outlined in the School Operational Plan.

The highlight of the year was the school’s successful 50th Reunion and opening of the new BER building which now serves as a modern learning area and Resource Centre. These school initiated celebrations attracted many dignitaries and past pupils and staff. Relocation of resources, beautification of the school grounds and buildings helped create an improved learning environment for our students.

Professional development for all staff was an identified priority and included gaining skills necessary for competency in the use of OneSchool programs, new knowledge for the implementation of the Australian Curriculum and eLearning.

Continued importance was placed on improving learning outcomes for all students, through assessment, goal setting and explicit teaching. Close consultation with Advisory Staff from Emerald North State School supported the students with diagnosed disabilities.

Opportunities for our isolated students to interact with other schools included a school camp on North Keppel Island, attendance at cluster activities and visits to other schools in the area.

A Whole School Curriculum was written to support multi age teaching here at Lochington State School.

An interactive LCD Panel was purchased with PCAP funding to support ICT’s and enhance the delivery of curriculum. Staff received training in the use of this panel.

Future outlook

Improved learning outcomes for all students through the explicit delivery of the Australian Curriculum using the C2C materials, is our major focus for 2012. Purchase of required resources and professional development received priority in the budget.

Alignment of the present Whole School Curriculum Plan with National Curriculum will be completed by the end of the year.

Through the implementation of our explicit plan improved use of reading strategies by all students will be evident. Other areas to be focused on include writing, numeracy and science.

Successful transition of our isolated students to high school will be supported by our Guidance Officer.

Access to specialised personal and resources for students with diagnosed disabilities, teaching of Higher Order Thinking Skills and social interaction with other schools continue.
Our school at a glance

School Profile

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

<table>
<thead>
<tr>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Lochington State School is a co-educational, Prep to Year 7 primary school, with 4 students enrolled in 2011. The students, from two families, live on nearby cattle properties. The community is English speaking. No indigenous students were enrolled in our school in 2011. The ratio is 3 girls to 1 boy.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>2</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>2</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>0</td>
</tr>
<tr>
<td>All Classes</td>
<td>4</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

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

Curriculum offerings

Our distinctive curriculum offerings

Our curriculum for Years 1 to 7 focused on high levels of literacy and numeracy

- Excellent student to computer ratios
- Explicit and targeted teaching planned with improved student outcomes and goal setting a priority
- Year 6 students participated in LOTE (Japanese) via teleconferencing, web conferencing and email
- Explicit support from staff due to small class size
- Online interactive learning
- Specialised teaching from cluster teacher in PE

We believe that ALL students can be taught to think creatively, critically and analytically through the development of a whole school thinking culture. The focus is on teaching students to be able to investigate, solve problems, make decisions and think in different ways within real life contexts.

Extra curricula activities.

In addition to this formal curriculum our students frequently travelled to other schools in the district to participate in arts, sport and themed days. These included:

- North Keppel Environment Camp
- Gindie Sports Day
- PCAP Arts & Science Cluster Days
- District Swimming Carnival

How Information and Communication Technologies are used to assist learning

Our eLearning vision recognises that to achieve the best possible educational outcomes for every student at Lochington State School focused learning through the integration of Information Communication Technologies (ICT’s) into the curriculum must be evident. To support this vision the Principal completed online eLearning Leaders professional development.

Students interacted with ICT tools including a variety of cameras, scanner, electronic microscope and computers. They enhanced and consolidated their learning by participating in programs such as Mathsletics.

ICTs are used in many interesting and exciting ways;

- Researching a topic of interest using the internet
- Communicating with other students or with ‘experts’ in a field using email
- Designing and publishing brochures about a particular topic.
Our school at a glance

- Developing and presenting a PowerPoint quiz for the community on Australia Day
- Writing using a word processor including editing, proofreading and publishing their work to share with others
- Using drawing software to create drawings and illustrations
- Recording own data using spreadsheets
- Using digital cameras to take photographs, and then downloading and manipulating the digital images

Social climate

Lochington State School promotes traditional small school values including cooperation and respect. We all appreciate the benefits that are associated with belonging to a small school with a long and stable history. The school is the hub of this rural and often isolated community. It provides a social meeting place for parents and community members who are fully committed to the ongoing learning and general life at the school.

Lochington State School is a safe school where all students and staff are treated with respect and a high priority is placed upon appropriate behaviour and manners. There is a zero tolerance to bullying. A Responsible Behaviour Plan is now available for parents and community at the school and on the website.

Parent, student and teacher satisfaction with the school

Due to the small number of families data is withheld, but through oral feedback parents appear to be very satisfied with the school.

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

DW – Data withheld
Our school at a glance

Involving parents in their child’s education

Lochington State School values the parents’ contributions to their children’s education and actively encourages them, and the wider community, to participate in many events and celebrations. Successful ideas include:
- Publication and display of current work and goals in classroom and Staffroom (community meeting area)
- ‘Open Door’ policy
- electronic Newsletter to all parents and community members
- Annual Springsure Show display
- Community Concert
- End of semester reporting & 3-way interviews with parents, students and teacher to set learning goals
- Regular communication with all parents, face to face or by phone
- P & C meetings

Reducing the school’s environmental footprint

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

Lochington State School has reduced its environmental footprint with the installation of solar power panels on the roof of B Block. Newsletters continue to be distributed electronically to the parents and wider community. The students’ worm farm recycles food scraps and rain is collected in tanks for drinking and some cleaning tasks.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity kWh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>9,226</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>11,651</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-21%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

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

The total funds expended on teacher professional development in 2011 was: $1,640.26

The major professional development initiatives are as follows:
- National Curriculum and C2C implementation in the classroom.
- eLearning
- Principal Capabilities Development
- QCAT Moderation

Many teacher professional development opportunities were undertaken online with nil cost.

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

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 100% in 2011.

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 2011 school year.

School income broken down by funding source

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

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

Where it says `Search by school name`, type in the name of the school you wish to view, and select `<GO>`.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting `School finances` in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 84%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
</tbody>
</table>

DW – data withheld due to small cohorts

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The school is notified of student absences prior to the event through a face-to-face meeting or telephone call.

The procedure of marking the roll twice daily (morning and prior to the afternoon session) is implemented at Lochington State School. Parents of students with ongoing absences are contacted regularly with phone calls and written correspondence as required by the Department.

Many absences are due to adverse weather and road conditions. Home tasks are set to ensure learning continues.
Performance of our students

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

In 2011 there were no students at Lochington State School enrolled in Years 3, 5, 7 or 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/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the [*My School*](http://www.myschool.edu.au/) link above. You will then be taken to the [*My School*](http://www.myschool.edu.au/) website with the following ‘Find a school’ text box.

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Read and follow the instructions on the next screen; you will be asked to accept the [*Terms of Use*](http://www.myschool.edu.au/) and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

No indigenous students were in attendance at Lochington State School in 2011.