



Lawnton State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Lawnton State School was established in 1967 and proudly provides quality education to the community of Lawnton and nearby suburbs. Our school offers a range of unique programs including a differentiated curriculum focussing on developing and meeting the needs of each child. Our curriculum has an explicit focus on the literacy and numeracy skills students need to be successful citizens, the Australian Curriculum as well as units of work that assist in the development of the whole child. Our school's unique environmental program sees children actively involved in sustainable practices from solar power, chicken raising, recycling to organic gardening. Our curriculum program is enhanced by an Academic Talent program, mentor and leadership programs, early intervention programs, learning support and special needs support. Our students participate in a range of academic and cultural activities and competitions, school based clubs, choir, bands and sporting competitions. At Lawnton State School, we highly value parent - school partnerships to ensure each child reaches their potential. Parents are also encouraged to become actively involved through our vibrant Parents and Citizens Association, classroom assistance programs and family fun nights. At Lawnton, every child in every classroom is learning and growing every day; together we create a rich and connected learning community where local children can thrive.

Principal's Foreword

Introduction

This Annual School Report offers an overview of Lawnton State School's strategic directions and operations throughout 2016. It includes information about the school profile, priorities, achievements, values, trends and school highlights.

Lawnton State School is a vibrant, diverse learning community catering for all learners across Prep to Year 6. Our close links with our community allows us to support each and every one of our students individual learning needs. Our small but proud school opened in 1967 and celebrating our 50th year in 2017, nurtures and supports students to reach for the stars and achieve their best. We aim to *Empower Learners for Successful Futures* by developing individual learning pathways for students, providing the emotional, social and physical environment for all students to learn and by developing student's resilience, self-belief and confidence to embrace their future.

This report provides a snapshot of these opportunities, our achievements for 2016 and how we continue to live our vision.

School Progress towards its goals in 2016

Lawnton State School key priorities to improve student learning in 2015, as outlined in our Annual Improvement Plan:

- Implementation of the Australian Curriculum with a focus on differentiated planning, individual learning pathways and reading.
- Effective use of data to personalise the response to students' learning needs
- Implementation of the Lawnton SS Pedagogical framework focusing on high quality and effective teaching and learning
- Continuation of quality, sustainable and strong community links to enhance student learning
- Effective leadership and management of resources to ensure alignment

2016 saw our teachers further develop their knowledge and understanding of the Australian Curriculum and the development of differentiation planners and active professional development for staff to differentiate

their curriculum to cater for diverse learners. Professional learning in the areas of cross curricula priorities, embedded ICT and the General Capabilities will continue into 2017.

To support students and parents/carers with students learning at home, Parent Education sessions were undertaken to develop families' skills to further support students learning. Teachers and Administration continue to implement and support a whole school data plan that will include a data cycle of who collects data, how is the data used and then how can the data be used to improve student learning. Key focuses for 2016 were the professional learning of staff to access data and start to deconstruct it for what it means for individual student learning. To support staff in this role, a work place reform was undertaken and the school implemented a Head of Curriculum.

A focus on pedagogy and teaching practice ensured consistency of teaching and learning. Significant successes included the addition of a Head of Curriculum to support the embedded use of the Whole School Pedagogical Framework, and the implementation of Geography as the most recent component of the Australian Curriculum. Whole staff professional development focused on the implementation of a Guided Reading Program, the use of data to inform personalised student instruction, Essential Skills for Classroom Management, facilitation of Circle Time, effective integration of ICTs in the learning environment. Lawnton State School continued to be recognized as a leader in School Wide Positive Behaviour Support resulting in a safe, supportive and disciplined learning environment.

Strong parent and community partnerships continued to be a focus including collaborative forums to inform school decision making, school community events and fostering a range of effective and modern communication strategies. Due to the continued growth in our school population significant facilities work has occurred including the refurbishment of our School Hall, A,B and C block and the refurbishment of our old school library to develop two new Prep classrooms catering for our growing student population.

This allowed the school to more effectively align our resources to improve student learning. With the continuation of I4S funding, Lawnton SS was able to provide additional teachers and teachers' aides to further support individual learning pathways and small group support for learning.

Overall, Lawnton SS provides a supportive and nurturing environment for students to learn and grow and will continue to investigate ways to provide diverse learning pathways to all students.

Future Outlook

Lawnton State School, through consultation with all staff, community and families, identified the following key areas for improvement in 2017. *Empowering Learners for Successful Futures*. We aim to achieve our vision by;

- individualizing learning
- reviewing student progress
- Dream big- nurturing our student's dreams and aspirations
- being the *Heart of the community*
- differentiated learning and consistent curriculum delivery

Improvement Priority 1. Reviewing student progress- Individualizing data

Targets

- All Staff and community members can articulate the school's explicit improvement agenda of Reading, Data and Differentiation.
- Staff can use a variety of data sources to implement targeted support for students, to analysis how students learn, track their progress and use a variety of feedback methods to enhance learning.

Strategy:

- Refinement of the current improvement agenda to ensure a sharp, narrow and deep focus with achievable, measurable targets, timelines and resourcing.

Strategy:

- Implementation of a Lawnton SS guided reading toolkit for teachers with practical differentiated strategies for learning and reading. Modelling lessons to provide consistency of practice for LSS staff *Collective Inquiry* approach to data collection and usage. Explicit and targeted use of data and building teacher capacity to successfully analysis data to improve student outcomes, target resources and track individual progress.

Improvement Priority 2. Individualizing learning

Targets

- The ongoing support through professional development and capacity building of an expert teaching team. The school continues its journey of differentiated teaching and learning.

Strategy:

- Collaboratively review the coaching and feedback model to provide all staff members with support to drive high quality instruction that aligns to the school's improvement agenda and provides coaching and feedback opportunities to all staff.

Strategy:

- Ongoing support for teachings to differentiate learning to support quality outcomes for students.

Strategy:

- Provide opportunities for all teachers to engage in regular collegial planning processes across the year levels to identify successful strategies and share good practices.

Improvement Priority 3. Dream big- Nurturing our student's dreams and aspirations

Targets

- To raise student achievement expectations within and outside the school by raising the bar on learning expectations through explicit goal setting, target reviews and individualized learning. To expand and provide clear purpose and function of the Student Leadership structure. To align funding with resourcing across the school to maximize learning outcomes.

Strategy:

- To develop a culture that promotes learning and builds high expectations with staff, students and the community.

Strategy:

- The school explicitly targets resources, using a variety of data sources and support agencies, to implement best practice across the school.

Strategy:

- Relentless focus on student attendance to improve success and the explicit ownership of Out of Home and Aboriginal and Torres Strait Islander students to focus on improved learning outcomes.

Improvement Priority 4. Consistent curriculum delivery and effective pedagogical practices

Targets

- Systematic Curriculum Delivery across the school.
- To support all staff in the implementation and delivery of effective pedagogy.

Strategy:

- The ensure the school delivers systematic, consistent curriculum across the school and within all year levels.

Strategy:

- The supports all staff to implement effective pedagogical practices across the school.

Improvement Priority 5. Heart of the community

Targets

- Continue to be the Heart of the community by providing holistic education and support to our Lawnton family

Strategy:

- Inclusive of Defence partnerships, local Indigenous Elders, Child Services for Out of care students, parent feedback forums, Early Childhood centres.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	394

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	311	157	154	52	91%
2015*	350	182	168	47	89%
2016	392	196	196	51	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Lawnton State School is situated in the Pine Rivers area and has no enrolment boundary so is able to draw from a wide geographical area including Lawnton, Strathpine, Petrie, Bray Park and Warner. Approximately 13% of students identify as Indigenous, 9% EAL/D and we focus on a culture of inclusion and valuing diversity. We have 7% of our students with a verified disability and as such implement at work place reform to include a Head of Inclusivity.

We recognize that our community is continuing to grow both within the school and with additional housing developments in close proximity. Our challenge is to plan for the diverse student body and to embrace and celebrate this diversity. As indicated on the graph below, our projector numbers will see the school in 2018 implement our Enrolment Catchment Boundary.

Year	P	1	2	3	4	5	6	Total
MID 2017	78	63	63	71	68	60	50	455
2018	97	78	63	63	71	68	60	502
2019	99	97	78	63	63	71	68	561
2020	99	99	97	78	63	63	71	592
2021	99	99	99	97	78	63	63	598

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	22
Year 4 – Year 7	19	26	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Due to the growing need to align our curriculum delivery to ACARA, LSS implemented a work place reform and created a Head of Curriculum. This has allowed the school to relentlessly drive forward the SIU recommendations to map our curriculum P-6. In 2016 we also saw alignment take place in planning, implementation and reporting of our curriculum and in turn, after the 12 month SIU review, allowed the school to move forward.

Lawnton State School aligns curriculum delivery to the demands of the Australian Curriculum. We offer a broad range of curriculum and utilize neighbouring Secondary schools staff to further enhance these offerings. We have aligned our financial and teaching capacity to be able to provide specialist teachers for Health and Physical Education, The Arts, Languages Other Than English- LOTE- (German from year 5) and Perceptual Motor Skills programs for our Prep classes.

We implemented a 3/4/5 STEM class in 2016 and hope for this program to continue in 2017. The program was based on students' academic, NAPLAN, Effort and Behaviour data and allowed the school to promote a learning culture to our community. We methodically timetable our teacher aides into classes requesting additional support for students by analysing student data to ensure maximum use of resources.

Within our Literacy Blocks, we regularly review and monitor learning and student engagement to again, ensure maximum student learning. The Schools planning model focuses on aligning teaching practices with student needs. Class profiling identifies individual students' strengths and weaknesses to support differentiation of classroom programs. Key support staff including the LEC Team, Support Teachers in literacy and teacher aides play a vital role. Our teachers also liaise with visiting advisory teachers and outside agencies to ensure their planning meets the needs of all students in their classes.

Co-curricula activities

Lawnton State School is growing its extra curricula offerings as the school continues to grow in size.

We have developed significant programs that support the holistic growth and development of our students.

- Robotics
- STEM
- Choir, Instrumental Music, Band
- Student Leadership program for students in year 6.
- Excursions
- Lunchtime Special Interest clubs e.g. Craft, Sport, Dance, Cooking, Science
- Year 4,5 and 6 Camp
- Environmental and Sustainability program
- Swimming Program
- Active after school sports program
- Intra-school Sport Program including inter-house competition and inter-school Sport and
- Participation in intra district Gala days.

How Information and Communication Technologies are used to Assist Learning

The school in 2016, increased its technical support by an additional day. This was implemented to support the growing needs of both staff and students. In 2016, we continued the development of digital teaching and learning, increasing the capacity of our hardware and infrastructure, as well as continuing to develop our teachers' capacity to integrate digital technology in their classes.

The school purchased an additional 50 iPads, as well as 25 desktops to supplement our ICT fleet. We took possession of 28 Laptops to be used in our STEM class.

Our continuing focus for digital learning and teaching will be to maintain our network and fleet of computers while continuing to expand the use of other devices such as data projectors, digital cameras and webcams to engage students and enhance learning.

Interactive White Boards are used extensively in our Prep to year 6 classrooms. Network accessibility has been extended with a majority of the School enjoying wireless networking while data projectors are in every classroom. Professional support for teachers is provided in a number of ways. Peer support at school based sharing sessions is the most common form of professional support. We also engage with online courses through 'The Learning Place' which support teachers and para-professionals in development of e-learning capability.

Our drive for 2017 is to grow an E Learning space to support the changing needs of our students and implement coding to our year 5 and 6 students.

Social Climate

Overview

The 2016 SIU report recognized Lawton State School as a school that engages, respects and values its school community.

Lawnton SS is unique in its ability to engage a wide ranging community. We believe that all students, parents, carers, staff members are part of the Lawnton State School family. We believe in the philosophy that it takes a *"whole village to raise a child."*

Significant time has been taken to cultivate and foster community partnerships and this is evident in our School opinion survey results. We provide holistic education for our students, as evident in all aspects of school life. We have a focus on the teaching of values and social and emotional development; connectedness within our school community; and linking to the community at large. Our parents, carers and relatives form a supportive network of volunteers including a vibrant P&C team who organise school events, provide services and raise funds to augment our school resources.

Our chaplaincy program provides a role within a school to fill that gap often left behind by schools.

Significant funds are raised by our community to support our students through School carnivals, community events, socials/dances, P&C fundraisers and outside community events including partnerships with the local RSL, churches and business partnerships.

We recognize that in order to support student learning, we also need to support the families so links with outside agencies, including the Benevolent Society and Scripture Union have been developed and maintained. Lawnton SS recognized that community plays a vital role in ensuring successful educational outcomes for students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	100%	87%
this is a good school (S2035)	94%	100%	96%
their child likes being at this school* (S2001)	94%	94%	100%
their child feels safe at this school* (S2002)	78%	100%	96%
their child's learning needs are being met at this school* (S2003)	83%	100%	91%
their child is making good progress at this school* (S2004)	83%	100%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	91%
teachers at this school motivate their child to learn* (S2007)	83%	100%	87%
teachers at this school treat students fairly* (S2008)	83%	94%	83%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
this school works with them to support their child's learning* (S2010)	78%	100%	91%
this school takes parents' opinions seriously* (S2011)	83%	87%	91%
student behaviour is well managed at this school* (S2012)	72%	88%	78%
this school looks for ways to improve* (S2013)	100%	86%	91%
this school is well maintained* (S2014)	94%	94%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	93%	98%
they like being at their school* (S2036)	83%	86%	89%
they feel safe at their school* (S2037)	87%	89%	95%
their teachers motivate them to learn* (S2038)	98%	94%	94%
their teachers expect them to do their best* (S2039)	100%	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	92%
teachers treat students fairly at their school* (S2041)	88%	84%	91%
they can talk to their teachers about their concerns* (S2042)	84%	82%	86%
their school takes students' opinions seriously* (S2043)	90%	84%	92%
student behaviour is well managed at their school* (S2044)	78%	78%	81%
their school looks for ways to improve* (S2045)	98%	89%	98%
their school is well maintained* (S2046)	92%	92%	94%
their school gives them opportunities to do interesting things* (S2047)	92%	86%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	90%	92%
they feel that their school is a safe place in which to work (S2070)	100%	90%	92%
they receive useful feedback about their work at their school (S2071)	96%	90%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	89%	78%
students are encouraged to do their best at their school (S2072)	100%	97%	96%
students are treated fairly at their school (S2073)	92%	89%	92%
student behaviour is well managed at their school (S2074)	80%	86%	79%
staff are well supported at their school (S2075)	92%	93%	92%
their school takes staff opinions seriously (S2076)	100%	90%	79%
their school looks for ways to improve (S2077)	100%	97%	96%
their school is well maintained (S2078)	80%	83%	79%
their school gives them opportunities to do interesting things (S2079)	96%	96%	83%

* 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

Lawnton SS acknowledges the importance of successful partnerships between the community and the school. With existing partnerships with outside businesses and organizations in place, in 2015 we strengthened and extended these partnerships to embrace our growing clientele and their diverse needs.

Our Chaplaincy program regularly receives donations and fundraising of over \$30 000 to support the indispensable work that our chaplain does not only for the school but wider community. The school regularly hold 'feedback' opportunities for our parents/carer where by all families are invited to attend afternoon teas to provide feedback on a range of topics affecting students and their families. This feedback is then shared with staff to plan and prioritize support.

The P& C team are committed to supporting Lawnton State School with services and resource provision, and also provide a warm and supportive welcome to local parents. Family Fun Nights, once a term, provide an avenue for parents to be actively involved at the school while the more formal Parent/Teacher sessions are a forum for more focused parent teacher conversations.

Other forms of school/community connectedness include regular newsletters, social media, parades, special assemblies, learning celebrations and parent/teacher interviews are all regularly undertaken to ensure strong links with families. Students' requiring adjustments to learning plans are invited into the school to meet with members of the Learning Engagement Centre to collaboratively develop a plan to move students' academic and social growth forward.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	17	17	9
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Environmental sustainability is about meeting the needs of the present without compromising the ability of future generations to meet their needs. By becoming sustainable, we can reduce our environmental footprint and help preserve the world's precious natural resources.

www.ehp.qld.gov.au/sustainability/index.com

Lawnton State School is committed to reducing its carbon footprint. We have a range of environmental programs including growing vegetables in our School Garden which are used in our Cooking Club program. The products are then sold to parents in stalls run by our student leaders, as part of our sustainability education. A range of recycling programs are in place and rainwater tanks have been installed directly resulting in the significant reduction in our annual water consumption during 2016, even with a growing number of students.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	93,360	1,867
2014-2015	35,168	2,090
2015-2016		2,010

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	22	<5
Full-time Equivalents	24	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	6
Bachelor degree	19
Diploma	
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 school has focused on developing a sustainable professional development *Hub* for all staff. The school has implemented Professional Learning communities to allow staff to share knowledge across and within the school. Expert teachers participate in learning circles and share knowledge undertaken at external Professional; development opportunities. For school leaders, LSS has partnered with QELI to grow and develop leadership skills.

The school has engaged with QCAA to encourage staff to voluntarily attend curriculum PD at the school and has also partnered with neighbouring schools to share good practice.

The total funds expended on teacher professional development in 2016 were \$16,060 on Professional Development registration and an additional \$11,697 on TRS to release staff to participate in both internal and external PD.

The major professional development initiatives are as follows:

- Differentiated learning strategies
- ASOT- Pedagogical frameworks
- Reading strategies
- Understanding data
- Unpacking the Australian Curriculum
- Moderation and assessment

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

The total funds expended on teacher professional development in 2016 were

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 82% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	86%

*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 2016 for all Queensland Primary schools was 93%.

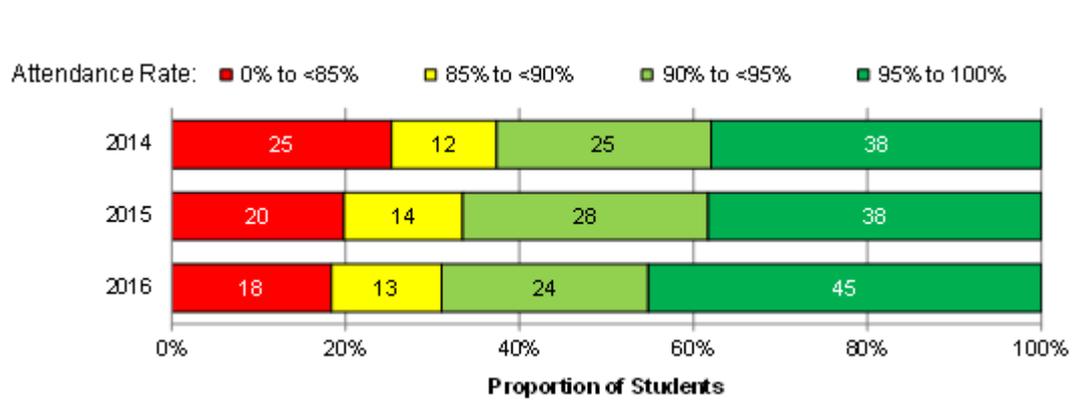
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	91%	91%	92%	90%	91%	88%	87%					
2015	91%	90%	91%	94%	92%	91%	91%						
2016	92%	91%	92%	91%	93%	92%	92%						

*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 DETE 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 Principal delegates roll marking to classroom teachers and this is done electronically each day at 8.50am and 2pm. Office staff complete weekly checks to ensure this process is followed. At Lawnton State School attendance and a proactive focus on “Every Day Counts” initiative is highly prioritised and frequently discussed in newsletters, with parents and on parades. A school wide attendance goal for the year is set and progress monitored. Term awards and prizes are given for 100% attendance. Lunch time clubs and other strategies for engaging students with special interest areas and ensuring they want to come to school are provided. Students are made aware of the effect non-attendance is having on their learning progress.

Attendance is carefully monitored. Parents are expected to notify the school of all absences, late arrivals and early departures. Daily text messaging occurs to parents where the child is absent without notification. Frequent unexplained absences (i.e. 3 days in a row or in a week) are monitored by the Principal, with contact made (phone, letter or home visit) with parents to develop a solution. Formal written communication is begun where absences continue. Comprehensive support networks (including liaison with community support agencies, indigenous liaison officer, chaplain) are put in place for persistent or longer term attendance issues.

Where there is a persistent pattern of unexplained absences or absences without reasonable justification, a student’s attendance can be considered unsatisfactory. The principal will commence compulsory schooling and compulsory participation processes.

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.

Find a school

School name

Suburb, town or postcode

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 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.

Conclusion

A 230% increase in student enrolments from 2012-2017, recognition from the SIU and subsequent publication in the 2016 SIU Audit report on positive and ongoing commitment to work with community, positive recommendations from a number of government levels and a 250% increase in P&C membership over 4 years is wonderful affirmation that the school not only values but develops in partnership with the community. As a schooling family, what shows us the best evidence and depth of success is when one of our year 1 students tells his teacher, when asked to try a task himself, only to be found asking another student for support, "*Well Mrs. Matheson said we are part of the Lawnton family so I am asking my family*"- It takes a village to raise a child.