

Lawnton State School (0329)

Queensland State School Reporting

2012 School Annual Report



Postal address	PO Box 183 Lawnton 4501
Phone	(07) 3481 4888
Fax	(07) 3481 4800
Email	the.principal@lawntonss.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	Principal

Principal's foreword

Introduction

This Annual School Report offers an overview of Lawnton State School's operations in the last year. It includes information about student achievements, trends, major educational focus for the year and school highlights.

Lawnton State School is a school that values the diversity in our student population and recognises the need to ensure success for all our students. We provide quality education by maintaining high expectations, reflecting on current practice and nurturing student development in a supportive school environment. We develop strong partnerships to engage with parents and the community. Our core business is the development of the social, emotional, academic and physical potential of each student. We believe that students are competent and capable learners.

School progress towards its goals in 2012

Lawnton State School Priorities as outlined in 2012 AIP:

- ▶ Implementation of the Australian Curriculum
- ▶ Building teacher capacity to practise excellent pedagogy
- ▶ Improved learning outcomes for students in literacy and numeracy
- ▶ Improve e-learning culture and pedagogy through planned and supported integration of ICT in curriculum delivery
- ▶ Provide a safe, supportive and disciplined learning environment

There have been significant gains in all areas. Community confidence continues to grow as evidenced by very high School Opinion Survey outcomes and an overall increase in enrolments of 10% across the 12 month period.

A focus on pedagogy and teaching practice ensured consistency of teaching and learning. Significant successes included implementation of a best-practice literacy blocks, and school-wide reading strategy (including development of teacher capability, and provision of data driven, targeted support). The Australian Curriculum was implemented successfully across the school (P-7) utilising the C2C resources.

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All staff were trained in the First Steps in Maths (Number) and First Steps in Reading pedagogical approaches to support consistency in the teaching of Number and Reading P-7.

Significant improvements were made in student performance in literacy and numeracy as evidenced by greatly improved NAPLAN results across all domains, but especially in the focus area of reading.

The Lawnton SS e-learning agenda included increased access to interactive whiteboard technologies, laptops and ipads. Teachers were supported with quality professional development.

Lawnton State School continued to be recognised as a leader in School Wide Positive Behaviour Support resulting in a safe, supportive and disciplined learning environment, receiving 100% in the SET survey review process of behaviour support processes for the third consecutive year.

Public confidence in our school as an excellent option for local children's education is evidenced by our growing enrolments (50% growth over the past 2 years).

Future outlook

Lawnton State School Priorities for 2013:

- Development of productive partnerships with school community stakeholders
- Development of quality teaching practices and implementation of the Australian Curriculum through collaborative practices
- Effective alignment and use of financial, human, facilities and learning resources
- Focus on evidence-based decision making

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	187	90	97	86%
2011	193	86	107	83%
2012	232	110	122	87%

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

Characteristics of the student body:

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 11.6% of students identify as Indigenous; 3% ESL and we focus on inclusion and welcoming diversity.

Lawnton welcomes new students and has the capacity to increase enrolments.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	21	23	23
Year 4 – Year 10	24	25	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	86	17	55
Long Suspensions - 6 to 20 days	4	1	0
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

As well as the regular Learning Areas of Mathematics, English, Science, The Arts, Languages Other Than English (LOTE – German Years 5-7), Study of Society and Environment, Health and Physical Education and Technology, students also are engaged in programs to support their social and emotional development, and instill skills for life and quality citizenship.

An Academic Talent Development program for high achieving students includes opportunities for students to work in online and face to face environments in areas such as Mathematics Excellence, Creative Writing and Design.

The school has continued to work towards providing a learning environment that maximizes outcomes for all students. Human resources, teacher aides and specialist teachers are deployed to maximise in-class support for all classrooms. This mechanism allows support for students with disabilities, learning difficulties and Indigenous students to be provided in the classroom.

To support this strategy, ongoing professional dialogues occur with staff focussing on differentiating the curriculum in mixed ability classrooms.

Extra curricula activities

- Academic Talent Development Programs
- Online Excellence Programs
- Choir
- Instrumental Music
- Band
- Opti-Minds
- Student Leadership Program
- Excursions
- Lunchtime Special Interest Clubs e.g. Craft, Sport, Technology
- Year 5-7 Camp
- Environmental and Sustainability Program
- Swimming Program
- Active After School Sports Program
- Intra-school Sport Program including inter-house competition
- Inter-school Sport

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICT) are an integral part of the curriculum at Lawnton State School. Each curriculum unit identifies a specific ICT focus. Computers in all classrooms are used on a daily basis as a tool to assist in the teaching and learning process. With a ratio of one computer for every two students, and mobile devices such as laptops and ipads, we have the capacity for daily interaction and learning with ICT.

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 the region based "Learning Engagement Online" program which supports students and teachers in development of e-learning capability. Network and internet connectivity is in place throughout the school and a comprehensive wireless network supports the use of mobile learning devices. Almost all classrooms are fitted with interactive whiteboards and plans to expand their use have been put in place.

Our school at a glance

Social climate

Lawnton is a relatively small but very well established school that can offer families a friendly and supportive atmosphere. The school encourages positive language among all stakeholders and a willing recognition and acknowledgement of behaviours which reflect a strong social character.

A culture of respect and care is evident in all aspects of school life. We have a strong focus on the teaching of values and social and emotional development and 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 and C team who organise school events, provide services and raise funds to augment our school resources.

The QSR completed in 2012, together with the results of the School Opinion Survey, show very high support for Lawnton State School (parents rating the school as a good school: 89.4% and that their child likes being at the school and feels safe: 94.7%). Similarly, 90% of students agreed that they liked being at their school and that they are getting a good education.

Parent, student and staff satisfaction with the school

The overall satisfaction of parents, students and staff continues to climb as evidenced by the following data, and also by the warm, welcoming, collaborative, cooperative and collegial feel within the school community. School and family events are well attended and open communication is in evidence among all stakeholders.

Parent, student and staff satisfaction with the school, as displayed in the table below, is high (above and well above state averages in almost all areas). Staff morale and satisfaction is exceptionally high: 96.6% agree that they have adequate access to professional development and staff data shows 98% satisfaction with the morale and culture in the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	89.5%
this is a good school	89.5%
their child likes being at this school*	94.7%
their child feels safe at this school*	94.7%
their child's learning needs are being met at this school*	89.5%
their child is making good progress at this school*	94.7%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	88.9%
teachers at this school motivate their child to learn*	94.7%
teachers at this school treat students fairly*	78.9%
they can talk to their child's teachers about their concerns*	94.7%
this school works with them to support their child's learning*	89.5%
this school takes parents' opinions seriously*	77.8%
student behaviour is well managed at this school*	68.4%
this school looks for ways to improve*	88.2%
this school is well maintained*	100.0%

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	90.2%
they like being at their school*	90.0%
they feel safe at their school*	78.0%
their teachers motivate them to learn*	97.6%
their teachers expect them to do their best*	95.0%
their teachers provide them with useful feedback about their school work*	82.5%
teachers treat students fairly at their school*	82.1%
they can talk to their teachers about their concerns*	90.0%
their school takes students' opinions seriously*	84.6%
student behaviour is well managed at their school*	87.5%
their school looks for ways to improve*	92.5%
their school is well maintained*	87.2%
their school gives them opportunities to do interesting things*	89.7%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	96.6%
with the individual staff morale items	98.0%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to take part in their child's education through the active Parent and Citizens Association, volunteering within the classroom and tuckshop, attending weekly parades and special events (ANZAC parade, BookWeek and Easter parades, Concert Band recitals), fundraising ventures, working bees, and communications such as our weekly newsletter. Each Friday, the Principal meets with parents and the wider community at the "Community Cuppa" following parade. The parent room continues to be the hub for P&C activities being used for meetings, workshops and get-togethers. 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.

Reducing the school's environmental footprint

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

Lawnton State School is committed to reducing its carbon footprint. We have a range of environment programs including growing vegetables and keeping chickens. Produce from our garden is used in our Cooking Club program and sold to parents in produce stalls run by our student leaders, as part of education around sustainability. A range of recycling programs are in place and rainwater tanks have been installed. The cause of the significant increase in water usage in the 2011-2012 was identified (leaking pipe and plumbing fixtures) and has since been rectified. Close monitoring of our water usage shows that the usage has since returned to 2010 levels.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	88,256	1,842
2010-2011	90,897	794
2011-2012	87,024	6,617

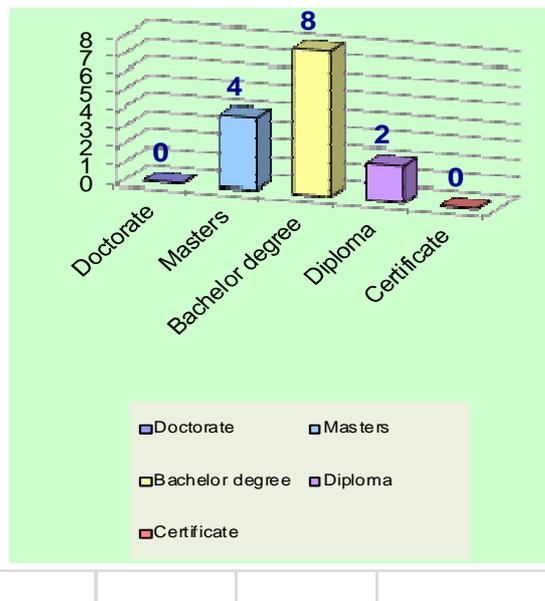
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	14	15	<5
Full-time equivalents	12	9.1	<5

Qualifications of all teachers

Doctorate	0
Masters	4
Bachelor degree	8
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$22 050. The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

The major professional development initiatives are as follows:

Capability development in areas of teaching of Literacy, English, Numeracy, Maths and Science. The types of professional development activities included formal sessions and courses, work with specialist consultants and regional advisors (one on one and small groups), peer observation and coaching, engagement with Lawnton SS literacy coach.

Other forms of in-kind professional development included: peer observation and sharing, professional learning community structures and collaboration with neighbouring schools for planning, sharing and moderation. Staff also worked closely with NCR Behaviour Specialists to develop our SWPBS initiative, embedding of Essential Skills and Profiling and student social and emotional development programs.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.1%	95.9%	96.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85.6% of staff was retained by the school for the entire 2012 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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	89%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

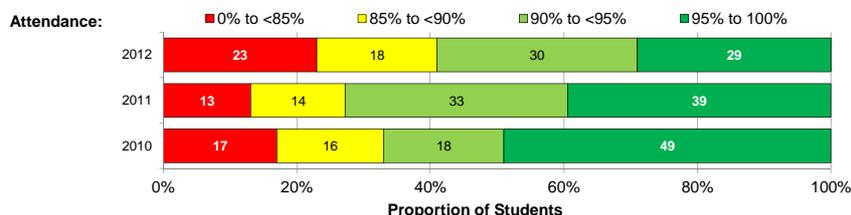
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	93%	87%	90%	95%	92%	88%	93%
2011	92%	93%	92%	93%	95%	91%	90%
2012	93%	86%	90%	89%	93%	92%	85%

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 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 Principal delegates roll marking to classroom teachers and this is done electronically each day at 8:50am and 2:00pm. Office staff complete weekly checks to ensure this process is followed. The leadership team at Lawnton State School has responded to the slight drop in student attendance in 2012 and have increased the rigour of proactive methods for encouraging attendance and management of non-attendance in the second half of 2012. It is expected that we reach our target of an overall attendance rate of 93% in 2013.

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. Termly 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. 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. Comprehensive support networks (including liaison with community support agencies) are put in place for persistent or longer term attendance issues.

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.

Lawnton State School has again in 2012, made significant improvements in all domains and all year levels on Literacy and Numeracy test results.

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/>.

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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

In 2012, there were 27 Indigenous students enrolled at Lawnton State School (11.6% of our student population).

The attendance rate of Indigenous students was 83.6% as compared to 89.9% for non-Indigenous students.

Progress towards closing the gap is higher for Year 3 students where in all but numeracy, Lawnton gap is less than for the NCR average. There is still a significant gap for Year 5 and 7 in all areas, but it is noted that the sample size is very small - this data represents only 2 Indigenous students in these year levels in 2012.

An Indigenous Advisory Group has been formed which supports and advises on the school improvement agenda and strategies for embedding indigenous perspectives and closing the gap.