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. 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 2011

Lawnton State School goals in 2011 were:

► Improved performance in literacy and numeracy
► Alignment of curriculum, teaching, assessment & reporting
► Closing the Gap for Indigenous students

There have been significant gains in all areas. Community confidence continues to grow as evidenced by very high School Opinion Survey outcomes and an increase in enrolments of 50 students 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 school wide spelling program, and school-wide reading strategy (including development of teacher capability, and provision of
data driven, targeted support). The latter half of 2011 included a strong focus on unpacking the new Australian Curriculum and planning for a smooth and effective implementation in 2012.

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 areas of reading and spelling.

Lawnton State School’s comprehensive, inclusive and supportive strategy for Closing the Gap has resulted in significantly improved attendance (an increase of 7.1%) and academic achievement among indigenous students (Year 3 indigenous students outperformed the non-indigenous mean in all areas of Reading, Writing and Numeracy to produce a negative gap).

Future outlook

► Quality implementation of the Australian Curriculum
► Increased teacher capacity to practise excellent pedagogy
► Improved learning outcomes for students in literacy and numeracy
► Improved elearning culture and pedagogy through planned and supported integration of ICT in curriculum delivery
► Provide a safe, supportive and disciplined learning environment

Lawnton State School staff will work collaboratively with each other, colleagues at like schools and consultants to implement the new Australian Curriculum with integrity. A process for planning, implementing and reflecting will be developed to ensure C2C resources are utilised appropriately in the context of Lawnton State School so as to maintain the intent of the Australian Curriculum.

Targeted and focussed professional development will continually improve the teaching practice of staff. The elearning agenda will inform teaching practice through structured and strategic action planning. Regular and comprehensive reviews of data will inform teaching and learning, programs and strategic directions with the clear goal of improved literacy and numeracy.

The fourth year of the School Wide Positive Behaviour Support Program will focus on accreditation in Universal processes and development of Targeted and Intensive support.

The Responsible Behaviour Plan for Students will be reviewed to ensure it is inclusive of best practice strategies and processes to maintain a safe, supportive learning environment with clear values, expectations and consequences.
School Profile

Lawnton State School is a Prep – 7 co-educational school.

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>193</td>
<td>86</td>
<td>107</td>
<td>84%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Lawnton State School is situated in the Pine Rivers Area and has the pleasure of no enrolment boundary so is able to draw from a wide geographical area including Lawnton, Strathpine, Petrie, Bray Park and Warner. Approximately 10% of students identify as Indigenous and we focus on inclusion and welcoming diversity.

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

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>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.9</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.7</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>17</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

As well as the regular Learning Areas of Mathematics, English, Science, The Arts, Languages Other Than English (LOTE – German Years 6/7), 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, 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, professional dialogues with staff focus 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

ICTs 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, 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. Almost all classrooms are fitted with interactive whiteboards and plans to expand their use have been put in place.

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.

Parent, student and teacher 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.

<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>78%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>88%</td>
</tr>
</tbody>
</table>

DW – Data withheld
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, fundraising ventures 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

Lawnton State School is committed to reducing its carbon footprint. We have a range of environment programs including growing vegetables and keeping chickens. A range of recycling programs are in place and rainwater tanks have been installed.

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>90,897</td>
<td>794</td>
</tr>
<tr>
<td>2010</td>
<td>88,256</td>
<td>1,842</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>3%</td>
<td>-57%</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>20</td>
<td>17</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>15</td>
<td>9</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>15</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $17 150. The major professional development initiatives are as follows:

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.

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 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector: Government

Non-government

SEARCH

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 92%.
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 1</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>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>95%</td>
<td>91%</td>
<td>90%</td>
</tr>
</tbody>
</table>

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.

At Lawnton State School attendance is carefully monitored. Parents are asked to notify the school of all absences, late arrivals and early departures. Frequent unexplained absences are monitored by the Principal, with contact made with parents to develop a solution.
2011 saw significant improvements in Lawnton State School NAPLAN results across all domains.

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 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 whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

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 2011, 18 indigenous students were enrolled at Lawnton State School. 95% of indigenous students had an attendance rate of 80-100%; a rate which is higher than the recorded 93% for non-indigenous students.

There has been significant improvement in NAPLAN scores of students, which has led to further closing of the gap.

Year 3 indigenous students outperformed the non-indigenous mean in all areas of Reading, Writing and Numeracy to produce a negative gap.