Lawnton State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	PO Box 183 Lawnton 4501
Phone	(07) 3481 4888
Fax	(07) 3481 4800
Email	principal@lawntonss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Leanne Archer Matheson Principal 34814888

School overview

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 our students to reach for the stars and achieve their best. We aim to Empower Learners for Successful Futures. We proudly provide 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 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 value parent - school partnerships to ensure each child reaches their potential. We have been recognized by the SIU as a school of best practice in fostering community partnerships and aim to provide education for the whole child. Parents are 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 our children can thrive.

Introduction

School progress towards its goals in 2018

The Annual School Report provides the opportunity for the school to display our significant improvement in our growth, curriculum journey and student data over a period of time. Lawnton State School, over the last five years has seen improvement in a number of strategic areas, to now be recognized state wide as a school of best practice by the SIU and P&C Qld in our community relations.
The school has gone from 394 enrolments at the end of 2016 to over 550 enrolled students at the end of 2018 and this has seen significant growth in our staff, facilities and budget and planning. The school exemplifies community/school positive partnerships and embraces the high expectations for their children. We strive *to empower our learners for successful futures,* futures that do not even exist today.

School Progress towards its goals in 2018
Lawnton State Schools key priorities to improve student learning in 2018, as outlined in our Annual Improvement Plan:
Improvement Priority 1. Reviewing student progress
Improvement Priority 2. Individualizing learning
Improvement Priority 3. Dream big- Nurturing our student's dreams and aspirations
Improvement Priority 4. Consistent curriculum delivery and effective pedagogical practices
Improvement Priority 5. Heart of the community

Priority 1. Refinement of the current improvement agenda to ensure a sharp, narrow and deep focus with achievable, measurable targets, timelines and resourcing. The school successfully achieved this through;
- Regularly discussed with all stakeholders, through a variety of PD and communication methods to the community, the schools relentless focus on "Reading and Leading"
- Ensured staff were aware of the school set targets, share the tracking of the data, individualized students and were involved in the implementation of the improvement agenda.
- Regularly reflected on the impact of the explicit improvement agenda on all stakeholders, refined and modified timelines. Monitored the impact on staff of changes and reflected on current practices.
- Staff can now 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.
- Implementation of consistent approach to Guided Reading.
- Implementation of a consistent Literacy Program, Sounds to Letters, ongoing PD
  for TA and teachers and supported by a S2L lead teacher.

- Implementation of a collective inquiry model to data collection. Providing ongoing support to all staff in the purpose of data collection, how to interpret the data and to move forward with student learning.
- Developed the data literacy skills of the school leaders to ensure high priority is given to the using of data strategically to inform school level decision, intervention and monitor programming.

Priority 2   Collaboratively review the coaching and feedback model to provide all staff members with support to drive high quality instruction that aligns to the schools' improvement agenda and provides coaching and feedback opportunities to all staff. The school is on the path to achieving our agreed goals;
- By the end of 2018, the School had a refined Collegial framework inclusive of teacher needs in regard to reflective teaching and learning to best support student outcomes.
- Enhanced the current Professional Learning Communities to provide professional development for all staff on current educational trends and topics reflective of the schools clientele.
- Continued to refine the current feedback model which sees Admin formally provide feedback on staff's Guided Reading, Circle Time, Differentiation and Classroom procedures each term.
- Ensured classroom teachers utilized the school's referral system for identifying students who may have required support in curriculum areas, including student achieving above year levels.
- Developed rigour around current academic programs to provide purposeful, engaging and challenging activities.
- Shared good planning practices with neighbouring Secondary schools to be inclusive of transition needs of year 6 students.
- Reviewed the purpose, current planning practices and planning models of the school to better develop a more effective planning model, inclusive of resourcing, feedback and effectiveness.

Improvement Priority 3. Dream big- Nurturing our student's dreams and aspirations. The school achieved this through:
- Raising student achievement expectations within and outside the school by raising the bar on learning expectations through explicit goal setting, target reviews and individualized learning.
- Expanded and provided clear purpose and function of the Student Leadership structure
- Promoting learning as a priority within the community through parent sessions, parent interviews, newsletters, learning celebrations, open classrooms and social media.
- Implementation of a STEM class that promotes Inquiry based Learning. The class has rigour around attendance, learning engagement, selection process and continually monitors learning progress.
- To continue to grow the student leadership program, provide opportunities for regular student voice to be heard and valued.

Improvement Priority 4. Consistent curriculum delivery and effective pedagogical practices Systematic Curriculum Delivery across the school. To support all staff in the implementation and delivery of effective pedagogy. The school achieved this through the:
- Development and implement a sequenced plan for curriculum delivery, aligned with the Australian Curriculum, which clearly indicates what teachers need to teach and what students need to learn.
- Providing multiple opportunities for teachers to plan collaboratively with curriculum leaders, within and across year levels, to support the development and implementation of quality curriculum.
- The review of the schools Whole of School Curriculum Map which articulates p-6 what needs to be taught, the alignment with the Australian Curriculum, what needs to be assessed and timeframe.
- Reviewed and embedded of the school's Curriculum Plan which articulates roles and responsibilities of all staff in the delivery of curriculum including assessment, moderation and planning.
- Articulated Roles and Responsibilities outlining expectations of staff at Lawnton State School
- Worked with outside agencies, including QCAA to provide feedback on school's curriculum delivery.

Improvement Priority 5. Heart of the community
- Continue to be the *heart of the community* by providing holistic education and support to our Lawnton family
- Inclusive of Defence partnerships, local Indigenous Elders, Child Services for Out of care students, parent feedback forums, Early Childhood centres.

- Continue to promote Lawnton State School as an inclusive, holistic environment supporting the needs of all students and their families to ensure they are connected to the LSS family.
- Work collaboratively with all stakeholders to improve attendance, learning engagement, learning enhancement and student and staff wellbeing to all members of Lawnton SS. Develop a WOS Well-being framework for staff to monitor and support positive staff welfare.

Future Outlook.

For 2019, we have prioritized *Reading and Leading* as our targeted focus areas.

Priority 1   Reading

Strategy

1. Full implementation of Sounds 2 Letters program throughout every year level, every classroom, each day.
2. Implement Sounds 2 Letters continua to develop class and student data profiles, differentiating teaching to address students' needs.
3. Use Sounds to Letters continua data to target intervention, addressing student deficits and close learning gaps.
4. Consistent pedagogical approach to teaching of the 5 reading procedures:
     i. Aloud 2. Modelled 3. Shared 4. Guided 5. Independent

Observation, data and feedback schedule targeted at reading agenda. Ensuring quality pedagogy and consistently consistent consistency across the entire school.

Priority 2   Leading

Strategy

1. Train entire staff team on *'The 7 Habit of Highly Effective People',* developing a common language and understanding of effectiveness across our school.
2. Develop 'Initiatives Leader' key teacher role – with a focus on coaching, professional growth and pedagogical development and implementation.
3. Introduce 'The Leading at Lawnton' initiative to students and our school community.
4. Implement a targeted approach to the immersion of technology into classroom pedagogy and improve student access and connectivity.
5. Develop community and business partnerships to allow students access to knowledge, role models and pathways. Develop and design approach to allow leadership avenues and development.

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	392	458	552
Girls	196	227	275
Boys	196	231	277
Indigenous	51	57	69
Enrolment continuity (Feb. – Nov.)	91%	93%	95%

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 no students enrolled in a pre-Prep program.

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 10% of our students with a verified disability and as such; implemented a work place reform to include a Head of Inclusivity to support all our students and differentiation in the classroom.

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. Our projected numbers has seen the school in 2018 implement our Enrolment Catchment Boundary.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	24	23
Year 4 – Year 6	26	27	26
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

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 2018 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 year 4 STEM class in 2018 and hope for this program to continue in 2019. 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 specialists 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.

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 2018, increased its technical support by an additional day. This was implemented to support the growing needs of both staff and students. In 2018, 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 possessions 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 2019 is to grow our 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 2017 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 fills 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 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

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)	87%	98%	94%
• this is a good school (S2035)	96%	98%	92%
• their child likes being at this school* (S2001)	100%	100%	98%
• their child feels safe at this school* (S2002)	96%	100%	96%
• their child's learning needs are being met at this school* (S2003)	91%	96%	92%
• their child is making good progress at this school* (S2004)	91%	91%	92%
• teachers at this school expect their child to do his or her best* (S2005)	96%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	96%	88%
• teachers at this school motivate their child to learn* (S2007)	87%	98%	90%
• teachers at this school treat students fairly* (S2008)	83%	96%	88%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	94%
• this school works with them to support their child's learning* (S2010)	91%	91%	90%
• this school takes parents' opinions seriously* (S2011)	91%	98%	88%
• student behaviour is well managed at this school* (S2012)	78%	89%	90%
• this school looks for ways to improve* (S2013)	91%	96%	96%
• this school is well maintained* (S2014)	96%	94%	88%

* 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)	98%	99%	96%
• they like being at their school* (S2036)	89%	97%	97%
• they feel safe at their school* (S2037)	95%	96%	99%
• their teachers motivate them to learn* (S2038)	94%	98%	99%
• their teachers expect them to do their best* (S2039)	95%	98%	99%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	92%	97%	97%
• teachers treat students fairly at their school* (S2041)	91%	96%	94%
• they can talk to their teachers about their concerns* (S2042)	86%	93%	94%
• their school takes students' opinions seriously* (S2043)	92%	97%	93%
• student behaviour is well managed at their school* (S2044)	81%	91%	93%
• their school looks for ways to improve* (S2045)	98%	99%	99%
• their school is well maintained* (S2046)	94%	97%	93%
• their school gives them opportunities to do interesting things* (S2047)	91%	96%	96%

* 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)	92%	97%	92%
• they feel that their school is a safe place in which to work (S2070)	92%	100%	92%
• they receive useful feedback about their work at their school (S2071)	79%	87%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	79%	70%
• students are encouraged to do their best at their school (S2072)	96%	97%	97%
• students are treated fairly at their school (S2073)	92%	86%	82%
• student behaviour is well managed at their school (S2074)	79%	84%	77%
• staff are well supported at their school (S2075)	92%	82%	82%
• their school takes staff opinions seriously (S2076)	79%	82%	77%
• their school looks for ways to improve (S2077)	96%	100%	95%
• their school is well maintained (S2078)	79%	82%	87%
• their school gives them opportunities to do interesting things (S2079)	83%	89%	92%

* 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 2017 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, equitable and healthy relationships. This is implemented through our Health lessons each week.

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	9	7	8
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	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

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 to endeavor to lessen our environmental impact.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		107,120	
Water (kL)	2,010	19,388	26,606

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* 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.
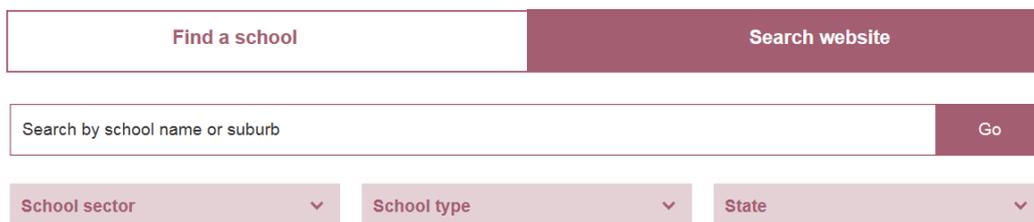
Find a school	Search website

Search by school name or suburb	Go

School sector ∨	School type ∨	State ∨

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	40	27	<5
Full-time equivalents	33	18	<5

*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	4
Graduate Diploma etc.*	6
Bachelor degree	28
Diploma	
Certificate	

*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 $54995
The major professional development initiatives are as follows:

- Leadership Professional development and leadership Strategic planning forums.
- Mentoring Beginning Teachers Conferences
- S2L Whole of School
- Principals Conference
- professional readings
- Planning days

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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	92%	92%	91%
Attendance rate for Indigenous** students at this school	86%	89%	88%

* 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%	92%	92%		Year 7			
Year 1	91%	91%	91%		Year 8			
Year 2	92%	92%	92%		Year 9			
Year 3	91%	93%	90%		Year 10			
Year 4	93%	92%	90%		Year 11			
Year 5	92%	93%	91%		Year 12			
Year 6	92%	94%	94%					

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	18	13	24	45
2017	12	14	25	48
2018	16	16	27	41

Proportion of Students (0% – 100%)
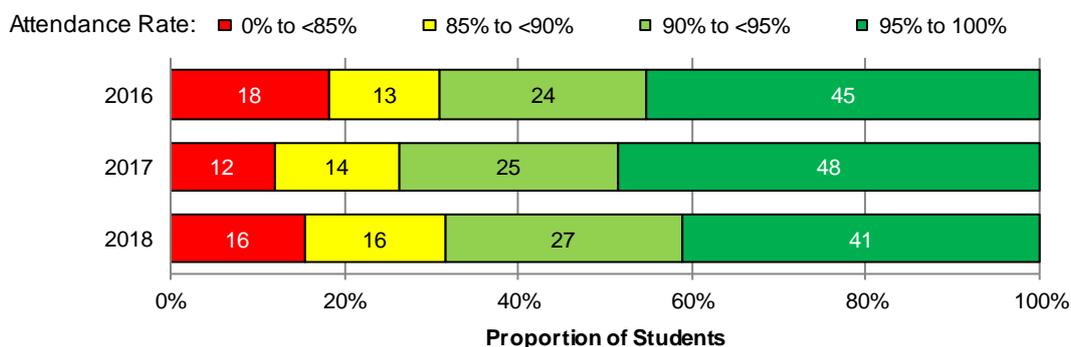
Description of how this school manages non-attendance

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.

Non-attendance is managed in state schools in line with the 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. Class teachers mark rolls in both morning and afternoon sessions and absences are transferred to OneSchool by the relevant school administration staff. Late students report to the office for the admin staff to issue them with a late slip showing when they arrived. Staff are able to check, through OneSchool for unauthorised absences which are followed up by the class teacher.

The follow up of truancy of students is made more efficient for the administration and Student Engagement officer via the electronic processes introduced. Class teachers are responsible for collection of notes explaining absences. Parents can call an absence line, email, phone or write in with the explanation for absences. Attendance Officer phones home when a student has 3 unexplained absences. This process is monitored through OneSchool by the classroom teacher, Student Engagement Officer and Administration.

Attendance is monitored weekly, reviewed at both Sector and Admin meetings and followed up the SEO. Letters were sent home to all parents asking for an explanation of unexplained absences. Letters are also sent home for any student with 3+ consecutive unexplained absences.

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

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	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.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.

Conclusion

The philosophy *it takes a village to raise a child* is the holistic approach to learning that has been adopted at Lawnton State School.   A school that has gone from 193 enrolments in 2011 to 554 students in 2018; has seen significant growth in all year levels of the school, including growth in our Learning Engagement Centre and has developed sustainable, long term partnerships with community groups to enhance the learning of every student. While many schools have become data focused, we have adopted an approach that the basis of academic success is to be child focused and recognize the strength and power of developing relationships with each and every child to better their learning capability. These relationships are only successful if done in conjunction with our community, recognizing the *uniqueness* of each and every child. We recognise that each day, our families give us their most treasured possession, their children, and we have the great responsibility to work in partnership to provide holistic education.