

# Advancing Partnerships

## – Parent and community engagement in action

### Lawnton State School

**Key theme:** Together with our community, “Empowering learners for successful futures”



### Achievements

- Increase in student enrolments – from 311 in 2014 to 543 in 2018
- Increase in student attendance – from 90.2% in 2013 to 92.4% in 2017
- Increase in Indigenous student attendance – from 80.6% in 2013 to 89% in 2017
- Improved NAPLAN results – across all year levels from 2008 to 2017
- Decreased Student Disciplinary Absences – from 19.7 per 1000 per term in 2013 to 3.9 per 1000 per term in 2017

### Strategies

- A shared vision and mission statement developed in consultation with the community and staff. *“We inspire and nurture everyone in our care. We proudly work with our community as one team, to assist every child to achieve their full potential – embracing our school values of safety, respect and learning.”*
- A united belief by all staff that every child deserves to have every opportunity that other students do, regardless of circumstance or background. *“Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be.”* Rita Pierson
- A focus on building strong relationships across the school community, including between students, staff, families and the P&C.
- A ‘school family’ feel fostered through events such as parent forums, parent education and training days, grandparent and carers afternoons, and a weekly ‘cuppa and chat’ with the leadership team.
- Daily greetings and farewells to students and their parents at the school gate by a member of administration.
- Meaningful and productive opportunities for parents and families to provide ongoing input into the direction of the school through parent feedback forums held twice each term and an active P&C with over 40 community members.
- A dedicated parent hub provided for families to make lunches, take home donated meals, do laundry, access support agencies and “chappy catch up” afternoons.
- Accessible support staff including two school-based chaplains, a Defence Liaison Officer, and a School Communications Officer.
- A dedicated Community Liaison Officer who actively creates mutually beneficial and sustainable partnerships with more than 30 community organisations.
- Valued partnerships with the local community including Indigenous Elders, other state schools, Department of Education regional office staff, all levels of government, and a number of church groups including Pine Rivers Baptist, C3 and Believe churches, *Helping Hands*, and the local business community.
- Significant school involvement and representation in several community organised events, and staff and student volunteering in the community.

Data contained in this case study is current as at Semester 1, 2018.

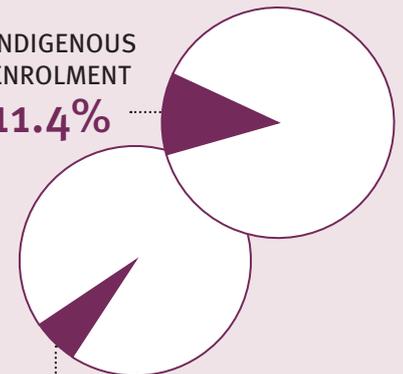


### STUDENT ENROLMENTS

**543**

### INDIGENOUS ENROLMENT

**11.4%**



### STUDENTS WITH DISABILITY ENROLMENT

**6.4%**

### INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)

**974**

### UNIQUE FEATURES

High proportion of students from defence force families.



Advancing Partnerships  
– Parent and Community Engagement Framework



Queensland  
Government