

## Annual Report 2020

We had such high hopes of 2020! Exciting themes and events were planned, visions articulated, staff, students and their families were looking ahead with truly “2020 vision” to a positive year. And then information started seeping through about a bit of a nasty virus breaking out in Asia. Before long, our parents in the medical fraternity were quietly warning us of serious danger, advice was being received to “drag out and dust off” the pandemic emergency plans from SARS in 2002, and anxiety levels were heightened as the threat became real. By mid-March we were communicating information to parents about how the school was handling this threat. Those communications increased in frequency as information to us was updated and the rest, as they say, is history. 2020 became the year that will be forever characterised by the coronavirus pandemic.

It would be easy therefore to reflect on 2020 as a year of gloom and doom. In fact, it was not. By comparison with schools in other parts of Australia like Victoria (where schools were closed for months), we had a great year! Yes, COVID-19 was frightening. Yes, COVID-19 made life very difficult for a while. Yes, even after a year we continue to practise COVID-19 safety protocols in our school. But despite COVID-19, The Launceston Preparatory School continued to do some wonderful things in 2020! So we are going to use COVID as an acronym to illustrate a great year. COVID now stands for **COMMUNITY, OPERATION, VERSATILITY, IMAGINATION** and **DEVELOPMENT!**

The concept of “**community**” is embedded into the very mission of our school as it references our students, our staff and our families. It is a two-fold idea, articulating a desire to bring all stakeholders together as a **COMMUNITY** within the school, but also looking outwards to ensure that our students embrace and support the wider communities within which they live.

Our Parents’ Club is instrumental in bringing our school **COMMUNITY** together and this small but committed group of parents and carers continued to do that throughout 2020. In a remarkable display of “2020 vision”, they wisely planned their “Welcome to 2020” evening for the end of February and put on a great night for families. They continued to meet and plan from a distance while unable to enter the school site, and organised hot cheese rolls for the students’ lunches in August, and a fundraiser in September in tandem with the Prospect Bakery. They put on beautiful weather and a lovely evening for all at the end-of-year Picnic and Barbecue in December, where they also raised funds through selling strawberries with the great help of parent Megan Mackinnon. Money raised by our Parents’ Club always goes back into the school **COMMUNITY** and last year they purchased a number of Virtual Reality headsets to enhance the senior students’ learning experiences. A Parents’ Club Facebook page was also established in 2020, using social media to bring the school community together.

Though ANZAC Day services were cancelled last year, our school Remembrance Day service was a lovely opportunity to bring our school **COMMUNITY** together in honour of those who have served our country in war.

Two of our Leavers – Piper Ebert and Bjorn Rhind – represented our school in the wider community at the Launceston Remembrance Day service, presenting a wreath on behalf of us all.

In November, it was wonderful to connect with the wider **COMMUNITY** through participation in Music Australia's *Count Us In* Celebration Day which brought together hundreds of thousands of school children from all over Australia via livestream to perform the same song, on the same day, at the same time!

Throughout the year, each of our three school houses put on events to support **COMMUNITY** causes – Esk raised funds for *Just Cats*, Ossa supported the *Fight Cancer Foundation*, and Bass championed a Bengal Tiger at Australia Zoo. Bass House teachers also hosted an afternoon of art experiences for staff members.

Two of our Grade 5 students also took the initiative to make and sell brownies and hot chocolates to purchase books and beanbags for our school library. One of our DEEP groups made cupcakes to sell on behalf of the RSPCA and all students cleaned up our school and local area on *Clean Up Australia Day*.

Using **COMMUNITY** resources rather than duplicating them continued to be important to our school in 2020. Our Health and Physical Education classes regularly visited community facilities like Launceston Aquatic, the Launceston Swim School, PCYC, Hoblers Bridge netball courts, St Leonards Athletic Centre and Birch Avenue Soccer Grounds.

Our involvement in **COMMUNITY** sport was able to proceed at various times throughout the year, with our students participating in interschool sporting rosters (in speedball, cricket and touch football) and swimming carnival. We were also able to hold our own swimming and athletics carnivals.

With safety protocols firmly in place, we continued to be able to welcome experts from the **COMMUNITY** into our school to share their skills. Development officers came in from sporting organisations and Mary Gill visited again to help students understand the Launceston City Council's recycling program. This latter visit came under the auspices of our Eco-Schools projects, an initiative driven by our Kindergarten teacher Jacqui Wise. Jacqui continued to develop our school recycling program in 2020, helping our staff, students and their families become responsible members of the **COMMUNITY**. Another Eco-Schools activity helped our Kindergarten and Group 2/3 students become more aware of what happens to soft plastics in our environment.

Partnerships in our **COMMUNITY** are always important and last year our Early Learning and Kindergarten teachers were able to mentor students from Newstead College on their work placements for VET studies.

Though the **OPERATION** of our school was challenged at times in 2020, we still achieved a lot of activity.

We began the year with 131 students (66 girls and 65 boys) and grew to 142 students (72 girls and 70 boys).

We welcomed Alex Gunn as our HPE teacher at the start of the year, then Natasha Chugg as our School Secretary in May, and it was wonderful to welcome back Alice Batten from Parental Leave in Term 3. At the same time, we were sad to lose our previous Secretary, Kate Torney, and Sarah Shaw who had taken custody of Early Learning for the year Alice was away. They had both contributed significantly to the successful **OPERATION** of the school in 2020.

The other staff member who finished working at The LPS in 2020 was Margaret Turner. Over a thirty-five-year period, Margaret had been a lynchpin of our school – as a Co-Principal, teacher, then Teacher Aide. We are so glad she is continuing to visit our school this year to help in a voluntary capacity!

Our School Board farewelled long-time supporter and parent Jacquie Adkins in March, along with Linda Corbould. We were delighted to welcome Judy Terry and Claire Broadhurst in their places.

Reporting to parents on student progress is a vital aspect of our school's **OPERATION** and we continued to do this throughout 2020, albeit in modified formats. We replaced the parent-teacher meetings normally held in Term 1 and early Term 2 with written Student Progress Updates, provided abbreviated mid-year reports at the end of Term 2, then more comprehensive written reports in digital format at the end of the year. Once we were able to safely do so, parent-teacher meetings were held for all students at the end of Term 2 and in Term 3.

Orientation days were held in November and December for students entering the school this year.

There were significant achievements accomplished for our staff in 2020 as well. Our new Enterprise Agreement for teachers was approved by the Fair Work Commission in March, enshrining working conditions that are the envy of many. Later in the year, our Board approved a salary review for our General Staff. These improvements are reflections of the esteem with which we regard all our staff members, and we take this opportunity to thank them sincerely for all their efforts on behalf of the school throughout 2020.

As usual, our staff members were offered the opportunity of flu vaccinations provided at the school's expense and twenty people took this up last year.

**VERSATILITY** was a quality demanded of all of us throughout 2020!

Our *LPS Learning Loop* went live on 25<sup>th</sup> March and operated until 25<sup>th</sup> May when all schools in Tasmania resumed full onsite learning (excluding the Term 1 holiday break). For the latter four weeks of that period, our school operated in dual formats – remotely for most, and onsite for those children of essential workers.

The **VERSATILITY** required of our teachers and teacher aides to get that Learning Loop up and running within only a few days then modify and maintain it daily, of our school families to make that work by supporting children at home and collecting materials from school, and from our students in adapting to a completely different learning format through a fairly scary time, cannot be underestimated. It was extraordinary! If ever our school community demonstrated its **VERSATILITY** and worth, it was through that period!

Our response to the period of school closure was **VINDICATED** by the results of a survey we disseminated to all school families after our return to onsite learning. In summary:

- 78% of respondents felt all aspects of The Learning Loop were well explained and easy to navigate (with 15% neutral);
- 86% of all respondents felt the teachers were easily accessible through the Workdesk email and Google Classroom (with 8% neutral);
- 88% of all respondents thought emails were responded to in a timely manner (with 8% neutral);
- 85% of all respondents thought issues were resolved efficiently and pleasantly (with 8% neutral);
- 72% of all respondents felt the children understood what was required of them (with 21% neutral);
- 77% of all respondents felt the learning tasks were clear and achievable (with 15% neutral);
- 65% of all respondents believed the Zoom meetings assisted the children to organise their days (with 15% neutral);
- 90% of all respondents thought the weekly timetables helped with organisation of the week (with 5% neutral);
- 85% of all respondents thought Google Classroom was an effective platform for the children's tasks (with 5% neutral);
- 93% of all respondents felt hard copies of the learning tasks were a helpful option (with 5% neutral);
- 59% of all respondents felt children were able to learn effectively at home (with 21% neutral);
- 77% of all respondents thought children enjoyed and benefited from the Zoom meetings (with 13% neutral);
- 85% of all respondents thought their children felt supported by their teachers (with 7% neutral);
- 82% of all respondents believed Zoom meetings helped them feel connected with their group (with 15% neutral);
- 66% of all respondents felt the expectation to complete tasks was manageable (with 20% neutral);
- 41% of all respondents thought the children felt overwhelmed by the number of tasks and curriculum areas that needed to be covered (with 20% neutral);

- 79% of all respondents thought the students were well supported in the lead-up and aftermath of the school closure (with 15% neutral);
- 81% of all respondents felt able to give feedback throughout the process (with 12% neutral);
- 81% of all respondents thought the school accepted and responded accordingly to feedback (with 10% neutral);
- 98% of all respondents felt safe and supported when entering the school to collect materials (with 2% neutral);
- 98% of all respondents felt the school kept them abreast of changing circumstances and communicated this promptly and clearly
- 91% of all respondents believed the 50% fee reduction made a big difference.

Whilst we acknowledge that there are ways we could improve our management of remote learning should a pandemic force school closure in the future, these results vindicate our initial response and complement our versatility in responding to an event that changed the world.

On a brighter note, our **VERSATILITY** was demonstrated again on 4<sup>th</sup> August, 2020 when we woke up to more than 30cm of snow! Whilst some students were not even able to make their way to school, those who did had their regular timetables thrown out the window and replaced by play in the snow and classroom activities based around this amazing meteorological event!

The challenges imposed upon us by the COVID-19 pandemic resulted in us all having to use our **IMAGINATION** – the I in COVID, though this could also stand for **INDEPENDENCE** and **INITIATIVE**.

The teachers started the year with high hopes, as at the end of 2019 they had come up with four inspirational themes for each of the terms of 2020. In February we got started with our Term 1 theme of **“In the Garden”** which had the children investigating, creating, exploring, designing and learning about a huge range of topics related to what can be found and experienced in and around the garden. But, as we neared the end of the term, the teachers had to quickly become familiar with a whole new way of teaching and we developed the **“Learning Loop”** which then became the theme for Term 2.

**“Castles”** was such a great theme for Term 3 as it struck a chord with so many of our teachers and students. The classrooms were filled with wonderful displays, we read thought-provoking novels and stories about medieval life and times and this proved to be an **INSPIRATIONAL** theme for dressing up, constructing castles and displaying the chivalrous behaviour that was expected of knights in these times. We particularly enjoyed organising a medieval feast for the Leavers and with the help of the teachers were able to provide them with an authentic medieval experience we feel they will remember for years to come.

Every year we dedicate one of the terms to a theme in which we can learn more about Australia. “**Australia: Our Home**” was the title of Term 4’s theme and through this lens the children learnt about Australian’s flora and fauna, cooked famous Australian dishes, talked about their favourite places in Australia, sang Australian songs, worked hard to earn the “Fabulous Aussie Kid” award, participated in philosophical discussions, developed their artistic sides with ceramics, weaving and ochre painting (under the guidance of an indigenous educator), participated in Book Week activities and even had a visit from Wombi the wombat! It was truly amazing how much we all learnt about the beautiful country in which we live.

Although COVID restrictions resulted in the cancellation of many of the programs and performances we had scheduled for the year, the children were still able to participate in the *Bravehearts* and *Everybody* programs and *Bush to Beach* run by the Tasmanian Lifesaving Service. Mrs Turner was also able to come in and run her old-fashioned games sessions which are very popular with the younger children.

Fostering **INDEPENDENCE** is at the forefront of the teachers’ planning at our school. A highlight for the senior children every year (and the perfect opportunity for us to help develop independence in our children) are the Outdoor Education camps. The Leavers started off at Mt Cameron in February (which focused on teamwork and personal challenge) and then went to Woodfield in October (a camp which focuses on Environmental Education and contributing significantly to our school’s goal of helping our students to be active and constructive citizens of the world). In 2020 the Group 4 and 5 students were supported as they left the comfort of home and school for three days and two nights to learn in the outdoors at Port Sorell – a camp with a sporting focus.

An **INITIATIVE** that we are particularly proud of is our DEEP program. In 2020 the senior children **Discovered and Explored Extra Potential** through active fitness (which included tennis at the Hart St courts, rock climbing at the PCYC, mountain biking at Heritage Forest and yoga in the Multi-Purpose Hall), learning about drones and how to operate them safely, cooking and tutoring. Monday afternoons were abuzz with activity as we watched the children build and then test their bike jumps, heard the drones as they hovered overhead, smelt the deliciousness that came from the kitchen and watched the older children working side-by-side with the younger children in and around the school.

Another **INITIATIVE** that fostered **IMAGINATION** was Brixhibition. We have Mrs Freeland to thank for organising a fabulous event which gave all children from Early Learning to Group 6 the opportunity to **INDEPENDENTLY INVENT** an amazing Lego model and put it up for judging in the hope of being the one to represent our school at the Brixhibition competition at the Albert Hall. There were entries from all age groups in the school and after the judges viewed the creations, the competition was ultimately won by Ptolemy Torney whose model then went up against models made by children from all over Launceston.

**INITIATIVES** seem to be the thing at The LPS and in Term 4 2020 the Socrates Shield Debating competition was held as the culmination of the senior Debating Program run by Mrs McNair. The three houses debated each other during the term, resulting in Bass and Ossa fighting it out in the grand final.

The topic was “That AFL is better than soccer” and Bass was victorious on this occasion. We particularly thank Mrs Turner for adjudicating debates throughout the year and Councillor Danny Gibson for adjudicating the grand final.

After much deliberation amongst the staff about the COVID restrictions at the time, and our ability to be able to put on a school production, it was decided that we would perform “Showcase 2020” in our multi-purpose hall. As we still had to social distance and were restricted with the number of people we could have in the audience, the children performed the Showcase three times to give all our school community the opportunity to relive the highlights that the children had identified as defining moments in the 2020 school year. It was a huge success and highlighted the **IMAGINATION, INITIATIVE** and **INDEPENDENCE** of the children as every student from Early Learning to the Leavers participated.

The Leavers’ dinner and Assembly were the last opportunities for the oldest children in our school to show just what wonderful, independent human beings they are becoming. We heard the most heartfelt toasts at the Leavers’ dinner the night before their last day at The LPS and were able to talk about the wonderful qualities of each of these children as we sent them on their way in their assembly on the last afternoon of school. Many were sad to see them go but we know they are ready to take on all the challenges that face them as they head to high school.

The final letter of COVID, **D**, represents **DEVELOPMENT**. The Board of Management and entire staff participated in a Strategic Planning day in August focussing on the development and improvement of all aspects of our school from 2021-2025. We have continued to develop and work on our School Improvement Plan with a major emphasis on the **DEVELOPMENT** of a curriculum delivery plan that is implemented throughout the school and shared with the school community, developing professional learning plans for the teaching staff through discussions in their performance appraisals and a focus on teacher planning, showing visible links to the Australian Curriculum and the assessment of it.

One of the positives we have seen come from the global pandemic was the increased use of technology to deliver professional learning opportunities. As the children went to online learning, so did the staff.

As you can see from the table below, the teachers participated in a wealth of professional learning and webinars, and Zoom meetings have now become the norm, often saving time away from the children as many of these PL opportunities can be held after school in the comfort of our classrooms or our homes. We thank all our fabulous teachers for the dedication they have shown to their own learning and their commitment to improving the outcomes of the students they teach.

<b>2020</b>			
<b>Month</b>	<b>Professional Learning</b>	<b>Course Provider</b>	<b>Attendance</b>
January	Tasmanian Orff Schulwerk Summer School	Tasmanian Orff Schulwerk Association	1 teacher

<b>2020</b>			
<b>Month</b>	<b>Professional Learning</b>	<b>Course Provider</b>	<b>Attendance</b>
January	Victorian Orff Schulwerk National Conference	Victorian Orff Schulwerk Association	1 teacher
January	Children's file familiarisation	The Launceston Preparatory School	Co-Ps and all teachers
January	Inclusion and Differentiation	Chrissy Gamble and Alison Venter - IST	Co-Ps and all teachers
January	Annual update of Education and Care First Aid, CPR, Anaphylaxis and Asthma qualifications	St John Ambulance	Co-Ps, all teachers and 2 teacher aides
February	Review of school policies	The Launceston Preparatory School	All teachers and Co-Ps
February	A Balanced Reading Program	Sheena Cameron and Louise Dempsey	1 teacher
February	IST Early Learning Co-Ordinator visit	Mark Seager/The Launceston Preparatory School	Co-Ps and 2 teachers
February	Essential Counselling Skills for Teachers - webinar	Parenting Ideas	Co-Ps and all teachers
February	Maths Difficulties Related to Dyslexia and Dyscalculia	Aust. Assoc. of Maths Teachers	1 teacher
March	NAPLAN PL session	IST	1 teacher
March	VR headsets and how to use them effectively in the classroom	Edward Barnes (teacher)	Co-Ps and all teachers
March	Emergency Risk Management Developments	IST – Michael Shorter	Co-Ps
March	NAPLAN Online Training	DoE	1 teacher
March	Bronze Medallion Training	Royal Life Saving Australia	1 teacher
April	Understanding Gifted Learners – Short course	University of Tasmania	1 Co-P
June	Essential Literacy - webinar	Christine Topfer	Co-Ps
June	Mathematics Resource Sharing - Zoom	IST	1 teacher
June	National Quality Framework - webinar	Mark Seager - IST	1 Co-P and 1 teacher
June	Early Years Network meeting – via video link	IST	2 teachers
June	NCCD – Case Study e-learning module	Monash University	Co-Ps and all teachers
July	Let the Children Play – series of three webinars	ACEL	4 teachers
August	Working Like a Mathematician	Mathematics Assoc. of Tas.	1 teacher
August	Numeracy Progressions - webinar	IST	3 teachers

August	School re-registration information session	IST	Co-Ps
August	Higher Order Thinking Not More of the Same	Tas. Assoc. For Gifted and Talented	1 Co-P
September	Primary Writing Moderation session	IST	2 Co-Ps and 1 teacher
September	Curriculum Planning and Documentation Methods in the Early Years	IST	4 teachers
September	Time is of the Essence	AAMT and Mathematics Assoc. of Tas.	1 teacher
September	Early Learning Network Session hosted by The LPS	IST	2 Co-Ps and 2 teachers
October	In-house Art session - Ceramics	Jane Dean – Art Teacher	3 teachers and 1 teacher aide
October	Bronze Medallion Qualification	Royal Life Saving	1 teacher
November	ASBA Meeting	ASBA	Business Manager
November	Little Scientists – Design and Technologies	Froebel Australia – Not-for-profit	1 teacher

The Co-Principals were very fortunate to be given the opportunity to participate in leadership development when we were invited to be part of a masterclass retreat held at Freycinet Lodge in Coles Bay. This retreat was hosted by Independent Schools Tasmania and the guest speaker was Stephen Scott who is the author of *The 15 Disciplines of Leadership*. It was a fabulous opportunity for us to meet and work with principals from other independent schools, share ideas and learn from the experience Stephen has in the leadership field.

Once again, with the amazing support and vision of Jody Onn-Wilkinson, 2020 saw the development and improvement of many areas of our school. The Oaktree play space was re-developed and completed by the time the children returned to school for the start of the year. A new play space was developed on the Greenfield, the fence was replaced on the northern boundary of the school and mesh was placed on the Early Learning/Kindergarten gates to save the much-loved down balls from ending up on the street!

Inside, the flooring was replaced in the staff area, the Lab and the kitchen at 117 received new joinery, including cupboards, a desk space and new laptop caddy. We extend a huge thank you to Jody for her commitment to the beautification of our school.

We also strongly believe that our indigenous heritage and culture should be an integral part of the children's learning at school. The purchase of a third flag pole and an indigenous flag that is raised each day alongside our school flag and the Australian flag is a **DEVELOPMENT** of which we are particularly proud.

There were not only developments to the physical environment in 2020. We have long wanted to recognise our Leavers and, with Mrs Freeland's and the Leavers' help and input, a special Leavers' top was developed.

These tops make the Leavers stand out as leaders of our school and have given them an increased sense of the importance we place on their position and the responsibilities they happily bear.

As we look back on 2020, we are particularly proud of the way our whole school community worked together to overcome many of the challenges we faced. We worked very hard to keep the children, staff and our school families safe and whilst at times we had to keep our parents and carers at arm's length, we feel we successfully followed all the guidelines and kept everyone informed along the way.

We continue to follow the advice of the Department of Health and thank everyone for dutifully filling in forms or using our QR codes when they enter our school.

It is great to see that we have been tested in ways we never thought we would be but have passed those tests with flying colours. We may see restrictions continue to ease but maybe we have made some changes to the way we do things that will stay with us now forever.

We thank everyone for their continued support to make our wonderful school the best it can possibly be.

Leonie McNair and Harriet Thyne  
Co-Principals  
24<sup>th</sup> March 2021

Further information on The Launceston Preparatory School can be found on the school's website ([www.lps.tas.edu.au](http://www.lps.tas.edu.au)) or the MySchool website ([www.myschool.edu.au](http://www.myschool.edu.au)).

## Appendix 1

### Teacher qualifications 2020

Teacher's Name	Qualifications	TRB Registration	Year commenced at The LPS
BARNES, Edward	B Teach, B AppSci, Grad Cert Ed	Full	2004
BATTEN, Alice	B. Ed (ECE)	Full	2008
BURGESS, Michael	B.Ed (Primary); B. Applied Chemistry; Grad. Dip. Quality Assurance	Full	2017
DEAN, Jane	Grad.Dip.Ed (Primary), Grad. Dip. Arts (PR), Dip. Personnel Man., BA	Full	2014
CHAPMAN, Angela	B. Ed (Secondary), Music	Full	2008
GOSS EDMUNDS, Tammy	B. Ed, Graduate Cert. Science	Full	2019
ENGLAND, Nicole	B. Ed, (ECE) Dip. Child Care	Full	1988
FREELAND, Melissa	B. Ed (Primary)	Full	1993
GUNN, Alex	B. Applied Science (Phys. Ed.)	Full	2020
HOWARD, Rebecca	B. Ed (ECE)	Full	1993
HUMPHREYS, Sarah	B. Ed.	Provisional	2020
McNAIR, Leonie	B. Ed, TTC	Full	1987
SHAW, Sarah	BA Hons Architecture, Postgrad Masters (MEnv), PGCE Early Childhood Education	Provisional	2019
THYNE, Harriet	B. Ed (ECE) TTC	Full	1998
WISE, Jacqueline	B.Ed, TTC, Grad. Cert. in ECE	Full	2006

As at 4/2/2020 when the student academic year commenced, all teaching staff members had current first aid qualifications (Education and Care – St John Ambulance – that included CPR, Asthma and Anaphylaxis), and current Working With Vulnerable People registration. All teachers except those who commenced employment with the school in 2020 had completed all modules of the Disability Standards for Education (DSE) e-learning resource offered through the University of Canberra.

## **Appendix 2 – Attendance 2020**

The average student attendance for 2020 (P – 6) was 94.75%.

The procedure for managing non-attendance at The Launceston Preparatory School is explained in the school's Attendance Policy and Procedures as follows:

### **The Launceston Preparatory School Attendance Policy and Procedures**

Full-time attendance at The Launceston Preparatory School (8.45am – 3.00pm from Monday to Friday excepting holidays) is required of all students from their Prep year to their Leavers' year (after which they enter secondary schooling).

Early Learning is available to children who have attained at least three years of age. Three whole-day sessions (8.45am – 3.00pm) are available for parents to choose from. Students are expected to be in attendance for the full day(s) on which they are enrolled.

Kindergarten is available to children who have attained four years of age by the 1<sup>st</sup> January of the year in which they are to be enrolled. The Kindergarten day is divided into two sessions: the morning session from 8.45am – 12.00pm and the afternoon session from 12.00pm – 3.00pm. Kindergarten operates all day from Monday to Friday, thus providing ten possible sessions for students to attend. Children enrolling into Kindergarten may attend for a time that suits their needs and individual circumstances, although we do recommend Kindergarten students begin with a minimum four sessions from the ten available in order to promote their happiness and security in beginning school. As the Kindergarten year progresses, parents are encouraged to increase the number of sessions that their children attend in order to facilitate the children's progress to formal years of schooling.

Teachers are required to maintain daily attendance registers for children in their home groups. Students' attendances and late arrivals are both recorded.

Students arriving at or after 8.45am must be brought by a parent/carer through the school office to sign in (except for Early Learners who have their own legal procedure).

If a child is not present in the school by 9.00am and no notification has been received from the family, the home group teacher should alert the school office staff who will ring the parent/carer at or soon after 9.00am to ascertain a reason for non-attendance (to allow for late-arriving students). If a student turns up to the classroom in the meantime, after the office has been alerted to an absent child, a message should be sent to the office to let staff know the student has arrived.

If a child is being collected from the school prior to 3.00pm (e.g. because the child is unwell or has an appointment), parents/guardians must advise the office of the name of the person collecting the child. If a person arrives who is unknown to office staff, they should request proof of identity. Similarly, if students are to be collected at the end of the day by someone new, parents must advise the office of the name of that person. Home group teachers will then be informed. If no teacher on duty after school knows the person collecting a child, proof of identity must be sought and confirmed against information at the school office.

A parent must provide an explanation to the school for every school day their child is absent. A school-aged child or young person is excused from attendance at a school in accordance with the conditions specified in s.19 of the *Education Act 2016*, namely

- bereavement of a person with whom the school-aged child or youth has a close, significant or family relationship;
- medical, legal or related appointments;
- where the school-aged child or youth has witnessed or been subjected to family violence;
- terminal illness of an immediate family member;
- where a natural disaster or extreme weather event prevents;
- recognised (i.e. a National or International level event sanctioned and organised by the official governing body) sporting, academic or cultural event as a participant (e.g. as a contestant or competitor); or
- where an independent student or parent objects, as a matter of conscience, to his or her school-aged child or youth participating in a school activity specified in the Education Regulations 2017.

In accordance with this section of the Act, a school-aged child is also excused from attendance at a school if

- the child is sick or has a temporary physical or mental incapacity and that sickness or physical or mental incapacity is such that it prevents the child from attending; and
- a parent of the child has notified the school's principal as soon as reasonably practicable on or after the day on which the child is absent, but not later than 5 days after that day.

If a school-aged child has failed to attend at a school because of sickness or incapacity for a total of 5 days in any school year, the parent of the child is to provide a certificate from a medical practitioner in relation to any further failure to attend because of sickness or incapacity if requested to do so by the school's principal.

A Co-Principal may require a child not to attend school during any day on which the child has an infestation or is suffering from any disease which, on advice from the Director of Public Health, is considered to be infectious, contagious or harmful to the health of other persons at the school.

Where parents/carers cannot offer an explanation for non-attendance as outlined in the *Education Act 2016*, evidence may be requested by the Co-Principals to show that it is in the best interests of the child to be excused from attendance at school. Such evidence may include any or a combination of:

- a medical certificate by a qualified or authorised medical/allied health professional;
- a statutory declaration from a parent;
- evidence of a student's participation in a sporting, academic or cultural event.

If such evidence cannot be demonstrated, the matter will be referred to the Registrar for the purposes of convening a compulsory conciliation conference in accordance with the *Education Act 2016*.

When students bring a note or other communication to school providing information relating to appointments during school hours or advice of a forthcoming absence, the note should be:

- provided in the first instance to the home group teacher who should initial the note to indicate it has been sighted;

- forwarded secondly to the teacher whose class will be affected, who will then also initial the note to indicate it has been sighted;
- forwarded thirdly to the school office for recording in the diary and attendance registers;
- placed in the staff area if duty teachers need to see it;
- brought to the attention of Co-Principals who will ensure that conditions of the *Education Act 2016* are met;
- brought to the attention of all teachers if future attendance for a day or more is affected; then
- filed in the student's file.

Parents and carers will be reminded regularly of the importance of ensuring students attend school every day, unless by reason of an authorised excuse as defined by the *Education Act 2016*.

### Appendix 3 – Satisfaction with the School 2020

<b>Student Responses to Leavers' Exit Survey</b>	
<b>What are the 3 best things that happen in our school?</b>	
Camps	8
New playground	1
DEEP Program	6
Making new friends	2
Range of subjects	3
Friday middle block subjects (Debating, Band, Strategic Thinking units)	1
The production (Showcase 2020)	3
Snow day	3
Water-play day	2
Sports carnivals	4
Leavers' t-shirts	2
Special events for Leavers (Medieval Feast)	2
End-of-year picnic and barbecue	1
Excursions	1
Being read books by the teachers	2
<b>What are the 3 worst things that happen in our school?</b>	
Only ½ hour for morning tea	1
Using a whistle instead of music on a PA	1
Compulsory Greenfield	1
Sitting on the seats	3
Lockdown/home schooling	2
Having to check lunches	2
Not enough sport	1
<b>What are the 3 things you will miss most?</b>	
Teachers	4
Friends	8
Subjects	1
Smaller classes	3
DEEP	2
Resilience sessions	1
Being at the top of the school	2
Friendly environment	1
The rules and standards	1
Easy work	1
End-of-year picnic and barbecue	1

The memories	1
The younger children	1

<b>What are the three things you think we could improve on?</b>	
More time on the swings	2
Have detentions	2
“Nothing – all you do is great!”	1
Could teach in a more interesting way	1
Don’t use time on the seats as a punishment	2
Doing more with the Early Learners and Kinders	1
Being able to use equipment at morning tea time	1
More sport	1
Have our own computer at school	1
<b>Additional comments</b>	
“Fun, exciting, amazing, the best school ever”	
“I’ve definitely had an amazing time at The LPS!”	
“I think The LPS is a great school and I’m really going to miss it!”	
“Really fun being at this school!”	
“I love how incredibly confident the students are at The LPS!”	
“I like how small the school is. It helps us get more social skills.”	
“I had a good time at the school. Most teachers aren’t too strict and let us have a good time. I’m not incredibly proud of how I was at the start of The LPS but now, as a Leaver, I am much happier with myself. I like the huge variety of subjects.”	
<b>Average satisfaction score (1 = not satisfied; 10 = very satisfied)</b>	
9.4	

All Leavers’ families were provided with the same Exit Survey as above at the end of 2020. However, no responses were received.

All families who terminated student enrolments before students reached the end of Year 6 were provided with the CMS Family Exit Survey. However, no responses were received.