



# The Launceston Preparatory School

Truth and Happiness

## Co-Principals' Annual Report 2021

When reporting on the 2021 school year, it would be very easy to talk once again about the effects COVID-19 had on our school. We could talk COVID-19 safety management plans and risk assessments and we could talk vaccinations and border restrictions. But, because we got through another year relatively unaffected by COVID, unlike many of our mainland counterparts, we have decided instead to report on a year in which, here in Tasmania, we were very fortunate.

We have no need to talk about on-line learning because our school did not close. We have no need to talk about the children missing out on excursions because we could move freely in our community. We have no need to talk about the children missing out on visiting performers as Tasmania has such a wealth of talented and creative artists. In fact, we can report on 2021 as a year in which our school participated in, and achieved, so many wonderful things. 2021 was indeed a fortunate year!

When reporting on such a fortunate year, we thought it best to begin with the students and their learning – the reason we all come to school each day.

We began the year with 151 students (77 girls and 74 boys).

Once again, the staff decided upon four themes, one for each term, as an umbrella for the students' learning. In Term 1, the theme was "Slither". This was a fabulous theme to explore everything slithery, wriggly and scaly and to inspire the students to learn more about reptiles.

In Term 2 "Food for Thought" had us all learning about everything from the farm to the fork and the smells coming from both our kitchens during the term were mouth-watering. The French cultural activities were a highlight in which the students made and sampled typical French foods.

Term 3 saw the students "visiting" Japan. Our VR headsets were the perfect way to give the students a tour of the streets of Japan, wandering into shopping centres, through ancient temples and down avenues lined with cherry blossoms. We particularly thank Minami Takenawa, our artist in residence and parent at our school for providing our students with a number of wonderfully authentic Japanese experiences and Krista Long and Charlie and Tina Cheng, also parents at our school, for making sushi and other Japanese treats with our students for all to share.

The theme "Gold" in Term 4 was the perfect springboard into our School Production. Our students shone like gold as they delighted the audiences with skits, songs and dances and

showed that life has many golden moments. We learnt that what is “gold” to us, is not money or wealth but family, friendship, love and a sense of community.

The students’ learning was tested a number of times throughout 2021. Our Grade 3 and 5 students participated in NAPLAN testing. NAPLAN is not something we focus on in our classes but the students participated in online practice tests in the lead-up to the testing week and it is worth noting that our mean scores for Years 3 and 5 in each assessment paper were consistently higher than the average for Tasmanian and Australian schools.

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>The LPS</b>	<b>486</b>	<b>433</b>	<b>442</b>	<b>482</b>	<b>460</b>
<b>Tasmanian average</b>	<b>426</b>	<b>414</b>	<b>396</b>	<b>411</b>	<b>394</b>
<b>Australian average</b>	<b>437</b>	<b>425</b>	<b>421</b>	<b>433</b>	<b>403</b>

NAPLAN mean scores 2021

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>The LPS</b>	<b>548</b>	<b>492</b>	<b>508</b>	<b>533</b>	<b>513</b>
<b>Tasmanian average</b>	<b>501</b>	<b>468</b>	<b>487</b>	<b>481</b>	<b>479</b>
<b>Australian average</b>	<b>512</b>	<b>480</b>	<b>505</b>	<b>503</b>	<b>495</b>

NAPLAN mean scores 2021

Our Prep class took part in the BASE assessment. The teachers use the data gained on students’ early literacy and numeracy skills to inform their teaching as well as for the provision of data to governments.

Our Grade 4 students participated in PIRLS testing. The Progress in International Reading Literacy Study (PIRLS) is an international assessment and research project designed to measure reading achievement at the Grade 4 level, as well as school and teacher practices related to instruction.

Midway through 2021 our Grade 6 students undertook ACER's 3Cs assessment of cross curricular learning. The students completed two tests, one being on critical thinking and the other on creative thinking.

Many of our senior students also participated in the Australian Maths Competition. Each year all our Grade 6 students give this competition a go and we are so fortunate that the majority of our Grade 5 students take the initiative and volunteer to participate. The results were excellent with many students receiving credits and distinctions.

In 2021, our students were able to enjoy many extra-curricular activities that were denied to them during 2020 because of COVID restrictions. Our students competed in our school swimming, cross country and athletics carnivals and depending on their performance, were chosen to represent the school in the NIJSSA carnivals.

Our students are very fortunate that, being a small school, a large number of our Grade 3-6 children get the opportunity to represent their school in at least one of these sports in at least one of these carnivals, during their time at The LPS. The senior students were also fortunate to be able to compete in the Friday afternoon inter-school sports roster and we fielded teams to play soccer, netball, hockey, cricket, speed-ball and tennis against other local primary schools. Another great sporting achievement this year was sending our biggest team ever to the All Schools Triathlon in Ulverstone. The competitors were fortunate that the weather was amazing on the day and there were some fantastic individual and team performances by students from our school.

Our senior students enjoyed three outdoor education camps in 2021. The Leavers travelled to Mt Cameron in the second week of the 2021 school year and then to Woodfield Camp at the beginning of Term 4 and it was the year for Hobart Camp for our Grade 4 and 5 students.

The DEEP program (Discovering and Exploring Extra Potential) is one of which we are particularly proud. In 2021 the students were fortunate to be able to choose from dramatic plays, engineering, cooking and mountain bike riding at Heritage Forest and the Trevallyn Reserve. This program continues to ignite students' interest in areas beyond the curriculum.

We were so fortunate to be able to use facilities in our community rather than have to duplicate them on our school site. For our Health and Physical Education classes we visited Launceston Aquatic, the Launceston Swim School, PCYC, Hoblers Bridge Netball Courts, St Leonards Athletic Centre and Birch Avenue Soccer Grounds. The Leavers visited Paringa for archery lessons and we used the Hart Street Tennis Courts for tennis practice and also for our Jump Rope for Heart fundraising day.

The QVMAG was visited on a number of occasions to view various exhibitions that related to our thematic work and we frequented the Earl Art Centre and the Princess Theatre to view dramatic performances (some of which our students starred in).

In a stark comparison to 2020, we were very fortunate to be able to get out and about on excursions. The Prep/One students visited Landfall farm during our “Food for Thought” theme, the Group 2/3 children visited the Beaconsfield Mine and Heritage Centre when studying gold and the Kindergarten children had a day at the Gorge learning about some significant cultural places and other aspects of Tasmanian indigenous culture, as well as our local wildlife.

We were also so fortunate that so many talented people could visit our school in 2021. We had snake handlers, Taiko drummers, musicians, recyclers, super skippers, puppeteers, percussionists, actors and various other experts to educate and entertain our students.

Our teachers are always looking for ways to involve our students in community activities to extend their learning beyond the classroom.

Last year our Leavers participated in *Write a Book in a Day* to raise money for the Kids Cancer Project. Not only did they successfully write an amazing book in just one day, they organised a terrific Talent Show (which all students could be involved in) to raise money for this worthy cause.

Nearly our whole school dressed up as book characters in Book Week and once again, Mrs Freeland organised our school Brixhibition event. The Lego creations were a credit to all who entered.

We were also fortunate to be able to participate again in “Count Us In”, the education program of Music Australia, working with partners around the country to support music in schools.

As the year came to a close in December, so too did the debating program for 2021. Our debating program, run by Mrs McNair, culminated with the Socrates Shield grand final between Bass and Esk House. The topic was “That adulthood is the best time of life” and the debate was won by the Esk team. We particularly thank Mrs Margaret Turner for adjudicating debates throughout the year and Councillor Danny Gibson for adjudicating the Socrates Shield grand final.

On the last day of Term 4 we farewelled our wonderful group of Leavers. Every year we are fortunate to have a group of students so willing to lead the school and display all the qualities we would hope they develop during their years at The LPS. The Leavers were a credit to themselves, their families and their teachers as they spoke about their time at The LPS on the night of their Leavers’ Dinner and they will be fondly remembered as the students continue to enjoy the beautiful outdoor blackboard the Leavers made (under the expert guidance of Mr Barnes) and donated to the school as their Leavers’ gift. The whole school farewelled the Grade 6s at the Leavers’ Assembly and we look forward to them coming back to visit in the years to come.

The rich and diverse range of learning experiences for the students would not have been possible in 2021 without the love, support, expertise and enthusiasm of our fabulous staff.

At the beginning of the year we welcomed Mel Andrews as our senior English and Drama teacher and Drew Cox to teach Group 2/3 English, Philosophy and Digital Technologies. Billy Green then joined our team in Term 2, when we farewelled Angela Chapman, our Music teacher of thirteen years. We take this opportunity to thank Mrs Chapman for all she contributed to The LPS and its Music program. Billy took over teaching Prep-6 Music and Group 2 Art. It was wonderful to have three new staff members and each made a great start to their time at The LPS. At the same time, we were very sad to farewell Alex Gunn who had been a fabulous Health, Phys. Ed and senior Philosophy teacher and Rowena Bell who worked as a teacher aide in Mrs Batten's Early Learning class.

2021 saw the beginning of a new cycle of development as we updated the goals in our School Improvement Plan. Over the next five years we will be working on five goals. These are to develop a formal statement of commitment to reconciliation embedded in a Reconciliation Action Plan. We will undertake, with the teaching staff, a review of the changes made to the National Curriculum, to ensure all areas of the curriculum are being fully covered in each year level. We will continue to ensure that differentiation is a priority in teacher planning to maximise student potential and outcomes. The fourth goal is to further develop our staff performance review procedures and finally, we aim to develop a Wellbeing Action Plan for staff and students ensuring we embed wellbeing into all decisions we make.

All our staff (teachers, teacher aides and office staff) participated in a wealth of professional learning in 2021. Webinars were once again the norm, and we thank all our fabulous staff members for the dedication they have shown to their own learning and their commitment to improving the outcomes of the students and the smooth running of our school.

During 2021 we reviewed our teacher performance appraisal procedures and we developed a Performance and Development Plan for teachers. Through data collection and discussion with the Co-Principals and colleagues, the teachers develop goals for their own learning. This plan positions teachers' professional learning in the context of impact on student outcomes as well as teachers' personal development.

In this plan, the teachers establish two goals for their learning. They identify the actions and development needed to achieve their goals and outline their proposed outcomes and measures of success. The teachers then have the opportunity to self-assess their progress, outline the support they may need and receive ongoing (once a term) feedback and support from the Co-Principals. The plan has scope for records of discussions noting any follow-up actions that may be required.

When we think of being fortunate, the one thing we are most fortunate for is our staff. We take this opportunity to formally thank our dedicated teachers and teacher aides for all they do for our students. Not only are they experts in their fields, but they are committed to the success of our lovely school. So too are our fabulous office staff, Jody Onn-Wilkinson and Tash Chugg and we also thank them for their professionalism, expertise, friendly front-of-house manner and the love they show for our school and all those in it.

Four hundred years ago, the poet John Donne famously wrote “No man is an island, entire of itself; every man is a piece of the continent, a part of the main.” His words railing against isolation all those years ago resonate with us in so many ways today.

In the same vein, it is true that no student, no teacher, no school is an island. Their interconnectedness is fundamental to their success and wellbeing. In 2021, we watched with great empathy as schools interstate (particularly in Victoria) struggled to find ways to maintain connections through school closures and lockdowns due to the pandemic.

There were no such struggles for The LPS last year and this is one of the many reasons why we consider 2021 to have been a fortunate year.

Our Parents’ Club continued to provide a marvellous conduit for building social capital within our school community. Whether meeting on site, by Zoom, or at the local pub, many parents enjoyed the opportunity to get together each month, with wellbeing of The LPS as the common goal.

The Parents’ Club organised some wonderful events throughout the year – the Welcome Drinks in March, Easter and Christmas raffles, making and selling hot cheese rolls for the students and sushi for families, the blockbuster “Books, Beans and Bakes” event and the end-of-year school picnic and barbecue. The money they raised went to the purchase and installation of a water-bottle refilling station in the school grounds and a suite of educational resources exploring Aboriginal and Torres Strait Islander histories, peoples and cultures.

We are enormously grateful to the Parents’ Club collectively, as well as the individuals who worked so hard to make, donate and participate on behalf of the school.

Those who help the work of our Parents’ Club are just some of the many volunteers who give their time and expertise to help prosper our school. We recognised all these volunteers at a special assembly during Volunteers’ Week last year – those who help at sports carnivals, with Multi-Lit, on excursions, cooking with students, debating adjudication, and sharing their special skills throughout the year. How blessed we continued to be, to be able to welcome our volunteers into the school last year!

We were also fortunate to be able to hold parent-teacher meetings on site in 2021, as well as inviting parents to the Co-Principals’ monthly “Coffee and Chat” sessions. These meetings provided opportunities for formal and informal conversations about students’ development and the school in general.

As well as being grateful to have been able to welcome families and visitors into our school last year, we were so pleased that everyone was universally happy to comply with the COVID-19 protocols that were implemented. We sincerely appreciated everyone filling out visitor screening forms, then using the Check-In Tas app as that became mandated across the state.

Our students showed their awareness of our fortunate lives by looking outwards towards those whose lives were more difficult during 2021. The Leavers of each school house organised fundraising events for The Smith Family (Esk), MND (Bass) and Canteen (Ossa) during the year. At the other end of our school, the Kindergarten students celebrated Super Schools Day to raise awareness of the importance of Guide Dogs in our community and the Prep/Ones delivered Easter eggs to children at the LGH.

In keeping with our ability to look beyond our own school gates and our school's focus on fostering good citizenship, we continued our involvement in the Eco-Schools program in 2021. Students joined together to clean up our local area, we received a grant to help with the purchase of sorting bins to help reduce landfill, and our Eco-Schools group undertook several projects to increase our school community's awareness of environmental issues. We are very grateful to teacher Jacqui Wise for driving these initiatives.

Jacqui also organised some "Kids and Paws Walks" throughout the year, providing opportunities for families and their pets to come together for exercise and camaraderie. These are key ingredients of wellbeing and we appreciated being able to get out and about with friends at a time when others around the country were struggling to do so.

The Launceston Preparatory School has always taken very seriously its role in helping young people to understand the legacy provided to us by those who have served our country in times of conflict. Though our students did not participate in the ANZAC Day March of Remembrance last year, we were fortunate to be represented by two wonderful Group 6 students at the Launceston service. Later in the year, we were pleased to be able to welcome families and friends into the school to join the Remembrance Day service presented by our Group 1 students.

Partnerships with local training organisations are important to our school and we were fortunate to be able to continue these through last year. Teachers throughout the school mentored students from Newstead College and TAFE Tasmania as they pursued vocational studies in childcare, education and support.

We also hosted Musica Viva in our school one evening as they delivered professional learning to music teachers around the north of the state.

Our partnership with Lady Gowrie, the organisation that provides our school families with on-site after-school care, also continued through 2021. We enjoy working with Lady Gowrie personnel and appreciate the work of their educators as they deliver this important service.

Under the guidance of our wonderful Business Manager, Jody Onn-Wilkinson, the development and upgrade of our school's physical resources are constantly in progress. However, 2021 threw us a curve ball in this area! When the Co-Principals and Business Manager walked onto the school site at 7.30pm on Sunday 8<sup>th</sup> January 2021 to find water streaming out from under the multi-purpose hall door, it would be true to say we thought this might not be going to be our finest year! A failed plumbing component in the bathroom

upstairs in the multi-purpose hall during the Christmas break wreaked considerable damage that put parts of the building out of commission for two terms. And yet, we did find a lot in this to make us feel fortunate! Bassett Building who, in 2019, had beautifully completed the redevelopment of our Early Learning and Kindergarten facility, came on deck once more to repair and upgrade the multi-purpose hall, including installation of new soundproof panels in the ceiling of the lower floor. We felt very fortunate to have good builders to work with, good insurance organised by Jody, and flexible teaching staff to work around the temporary incapacity of this building.

Other improvements to our school last year included a new fence alongside the croquet lawn and the Kindergarten students helped plant grasses along the eastern side of the Greenfield, making these spaces safer and more attractive. We were also fortunate to add to our resources for Physical Education through continuing success in applications for Sporting Schools Grants from the Australian government.

A significant improvement to school resources in 2021 was the implementation of a Library Management System. This had been a long-held goal of the school. After investigating options and visiting other schools to see their systems, we purchased and set up the cloud-based *Oliver* system, with its student interface “Orbit”.

Under the wonderful leadership of Tash Chugg, our schoolwide collection of over 10,000 library materials was catalogued last year and now the school community can browse the collection from anywhere and materials are tracked through a digital circulation desk. Tash and Teacher Aide Tammy Edmunds continue to maintain the physical and digital school library and we are enormously grateful for their work.

None of our school improvements would have been possible without School Board personnel who have the success of The Launceston Preparatory School at their heart and who lend their time and support to helping it happen. We take this opportunity to pay particular tribute to Simon Ward, our Board Chair for the last five years, who has not only led the Board but provided exceptional professional and personal help to the Co-Principals.

As leaders of the school, we feel very fortunate to have had Simon at the other of the phone or email to support us in our role and provide measured counsel. We are very thankful that he will continue to be a member of the Board despite stepping down as Chair.

With so many good news stories to tell in a fortunate year, it was wonderful to have our school website redeveloped by Zest and get up and running in 2021. Our school’s Facebook page is another means of sharing information with our parent community and we had several articles published last year in The Examiner and Mercury newspapers. Jacqui Wise and two of our Leavers also starred on ABC radio!

Feedback from our Leavers at the end of the year, families exiting the school, and former students who return is an important method of gauging our school’s success. It was notable in the 2021 Leavers’ exit survey that teachers and friends ranked highest of the things

students appreciated in our school, endorsing the importance of our school culture and the relationships we build at this school. The Family Exit Surveys ranked our school at the top end of the scale on almost every criterion, with nothing highlighted as less than satisfactory. These satisfaction levels do not happen by chance and, whilst 2021 was a fortunate year, every staff member worked hard to make that happen.

Perhaps the unsolicited words of former students and exiting parents in 2021 provide the best summary of our school's continued success:

*"If every child could attend a school like yours, the world would be a much better place."*

*(written by a parent in a card, December 2021)*

*"Being back with you all reminded me how incredibly grateful I am that I was able to spend eight years at your school. If I could replicate each one of your students, I think the world would be a much better place. I forgot how well behaved, respectful, caring and genuine everyone was in that environment. Even after all these years, the atmosphere of 'Truth and Happiness' that you help to instil in those around you astounds me. I feel so fortunate that I was able to attend this school. Not only have I been taught learning material that was perfectly suited to my needs and understanding, but I feel as if any personal growth in me has been due to all of you. I cannot thank you enough for creating a school that is so much more than a school, where everyone plays together, respects one another and has genuine concern and compassion for those in need. All of this came flooding back to me today."*

*(written in an email following a former student's visit, September 2021)*

2021 was a fortunate year indeed! But how fortunate are we to work with the people we work with, the students we teach, and the families we partner? We thank them all.

Leonie McNair and Harriet Thyne

Co-Principals

22<sup>nd</sup> March 2022

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 2021

Name of registered teacher	Qualifications	FTE	Year commenced at The LPS
Mel Andrews	B.Ed (Primary)	0.6	2021
Edward Barnes	B Teach, B AppSci, Grad Cert Ed	1.0	2004
Alice Batten	B.Ed (ECE)	0.6	2008
Michael Burgess	B.Ed (Primary); B. Applied Chemistry; Grad. Dip. Quality	0.53	2017
Drew Cox	B. Ed, International Baccalaureate PYP	1.0	2021
Jane Dean	BA, Grad.Dip.Ed (Primary), Grad. Dip. Arts (PR), Dip. Personnel Man.	0.38	2014
Nicole England	B. Ed, (ECE) Dip. Child Care	0.9	1988
Melissa Freeland	B. Ed (Primary)	1.0	1993
Billy Green	B. Music Studies, B. Teach (Primary)	0.59	2021
Tammy Goss Edmunds	B. Ed, Graduate Cert. Science	0.07	2019
Rebecca Howard	B. Ed (ECE)	0.9	1993
Leonie McNair	B.Ed	0.95	1987
Alex Payne	B.Exercise & Sports Science, M.Tch	1.0	2022
Harriet Thyne	B. Ed (ECE)	1.0	1998
Jacqui Wise	B.Ed, Grad. Cert. in ECE	1.0	2006

As at 2<sup>nd</sup> February 2021 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.

## **Appendix 2 – Attendance 2021**

The average student attendance for 2021 (P – 6) was 93%.

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. Emergency sessions are available in Early Learning only and must have the permission of the Early Learning Centre teacher who will authorise the session application (on the form provided) only if mandatory teacher/student ratios are not exceeded on that day.

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. Kindergarten operates all day from Monday to Friday, thus providing five possible days 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 two days from the five 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 days that their children attend in order to facilitate the children's progress to formal years of schooling.

If students in Early Learning and Kindergarten are unable to attend one of their designated sessions, they are unable to make up this session on another day. Occasionally they are invited to attend special sessions (such as whole school sports events). If the school requests Early Learning and Kindergarten students to attend and it is not one of their normal sessions, there will be no charge.

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 2021

<b>Student Responses to Leavers' Exit Survey 2021</b>	
<b>What are the 3 best things that happen in our school?</b>	
Camps	5
The way we transition to older groups	1
Friendships	1
Everyone plays with each other/belongs	3
The teachers	3
Support and attention for individual students	1
The production	2
Drama program	1
The opportunities	2
Competitions (Storyathon etc.)	1
DEEP program	2
Rotating around several teachers	1
End-of-year picnic and barbecue	2
Excursions	1
Having lunch with the younger students	1
Digital Technologies opportunities	1
Having folders and a homework diary	1
Checking lunches	1
Mixing grades (vertical groups)	1
<b>What are the 3 worst things that happen in our school?</b>	
Having to have all our files together on a server	1
People not listening to us	1
Being blamed with the misbehaving group	1
Not being able to play everywhere if we forget drink bottle or hat	1
Word Study	1
The Lab should have more Bunsen burners and similar equipment	1
Having lunch outside in winter	1
Pen licences could be for all seniors	1
<b>What are the 3 things you will miss most?</b>	
Teachers	9
Students/Friends	9
Genuine and funny conversations with teachers	2
Being part of a small school/part of a family	3
Knowing everyone in the school	1
The LPS in general	1
DEEP	1
Being at the top of the school	2
Teamwork	1
Creativity	1
Running assemblies and other responsibilities	3

The end-of-year Productions	1
Friendly school environment	1
Fun things like “Storyathon”	1

<b>What are the three things you think we could improve on?</b>	
Better balanced length of classes	1
How the pencil case box is moved around	1
Free up all lunch times	1
Allow inside activities at lunch and morning tea	1
Playing in the shade if you forget your water bottle or hat	1
Ensuring consistent level of fairness	1
Teaching manners	1
More excursions for the older students	1
Giving grades on our work (A, B, C, etc.)	1
<b>Additional comments</b>	
“I will definitely come back and visit whenever I can.”	
“I love this school. It is the only school I have been to and I am happy to go to this school. It really helped prepare me for life.”	
“Thank you!”	
“It was the best thing that happened to me, moving here. I love The LPS.”	
“I’ve had some hectic times with The LPS so thank you.”	
“I loved it so much. I am going to miss it a lot.”	
“Best school available in Tassie but still has flaws.”	
“I know my family and I are very happy that we have chosen to go to The LPS. I have made lots of friends. I loved the teachers – they are so kind and I have learnt so much!”	
“I am really grateful for all the opportunities that you have given us, and all the help and love you have showed us.”	
“I like how the playground is arranged. The seats are really cool.”	
“I know everyone. I’m happy how I’ve worked. This school has grown my confidence.”	
<b>Average satisfaction score (1 = not satisfied; 10 = very satisfied)</b>	
9.3	

All Leavers’ families were provided with the same Exit Survey as above at the end of 2021. 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. Two responses were received. These Family Exit Surveys ranked our school at the top end of the scale on almost every criterion, with nothing highlighted as less than satisfactory.