

# Lawrence Public School

## Annual Report



2016



2379

## Introduction

The Annual Report for **2016** is provided to the community of **Lawrence Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jacqueline Menzies

Principal

## School contact details

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6647 7354

## Message from the Principal

2016 has been a difficult year for LPS staff, with each staff member facing major health issues that have resulted in absence from school over a period of time. This has added stress to the school's capacity to fulfil the school plan. However that being said, staff have each shown a dedication and commitment to improving student outcomes and programs across the school. They have continued to be an cohesive team working hard to improve teaching and learning for our students.

This year we have continued to build partnerships with the wider community and were excited to combine with Cowper Public School to present a joint School Musical, for the first time.. It allowed students and teachers to build a network across the two schools.

Students attending our school receive a high level of individual instruction and support and are involved with many and varied extra-curricula activities that may not be as readily available in a larger setting. This ensures that growth in student outcomes so that students are given every opportunity to succeed. We are committed to the enhancement and improvement of the literacy and numeracy skills of all students. We continue to foster the growth and educational needs of all students in a happy, secure and stimulating environment.

Our success can be seen throughout this report. We have had another wonderful year. I would like to that the teachers, parents students and support staff of LPS for all your hard work in 2016.

Jacqueline Menzies

Principal Lawrence Public School

## Message from the school community

I'd like to share with you some of the great fundraising the P&C has run in 2016 along with the ways we have then used the money to support the school.

As with previous years we have run mothers and father's day stalls, which end up not making any profit for the P&C but are an opportunity for our children to celebrate family.

The show gates at the Grafton show and the rodeo are two of our biggest fundraisers. It takes a lot of organisation and volunteers to ensure these run smoothly. We are still looking for volunteers for this years rodeo– It is 27thDecember and Kelly Spears is taking names tonight if you can spare a few hours. A huge thankyou to those people who have already put their names down, we know it is difficult during holidays. However it is important that we do everything we can to

keep these amazing fundraising opportunities and not lose them to organisations.

It is also the smaller projects like cake stalls, discos, raffles and the musical canteen that help build up the funds we can use to support projects within the school.

The P&C runs the canteen which has operated on a Tuesday this year. A big thankyou to Rosie and Kristy who did an awesome job for the first majority of the year preparing the food and spending huge amounts of their time to ensure we have great snacks and lunches for our kids. This term I have continued to operate the canteen and as with the whole year we are trying to find delicious meals that are also healthy. Canteen wouldn't operate without our parent and community helpers. Thankyou to the mum and dads who have slaved away in our canteen kitchen each week, and to those newer community members who have also given up their time to support our students.

So what is all this work for? The P&C donated funds that have paid to reduce the cost of every excursion the children have taken part in this year. This has included Annie, the K-2 transport excursion, swim scheme, and the up and coming end of year excursion on Friday.

The P&C also donated a large sum of money to the organisation of the musical– This money went toward busses, props and costumes to help make this special event possible.

In addition the book prizes your children receive tonight are another example of the P&C's efforts.

However we are always looking for new ideas and welcome all of our families to attend P&C meetings. They occur on the 2nd Monday of each month and are advertised in the school newsletter. Come along and you will hear about the happenings of the school first hand, have an opportunity to have your say and help support your children. Our P&C this year have done an excellent job, so a big thankyou to our previous president Katie Brown, Relieving President, Kelly Ensbey, Treasurer, Melinda Lee, Secretary Kerry Anderson, Fundraising Coordinators Margie Fallon and Kerry Benson, and I have already mention those great canteen coordinators, Christy and Rosie. Also a thankyou to everyone who has helped at any event this year.

The last thing I want to mention is how lucky we are to have the great staff of Lawrence Public School working with our children. A big thankyou to the great team who teaches and looks after our children.

Jen Johnson

P&C committee member

## School background

### School vision statement

At Lawrence Public School our vision is to provide a quality education for all students in an equitable, caring, diverse and engaging environment that supports and develops confident, creative and independent learners. All students are valued as individuals and are equipped to participate and achieve in an ever changing and diverse society.

### School context

Lawrence Public School is a rural small school in the town of Lawrence situated 34km North East of Grafton and 13km South West of Maclean on the Clarence River. It is a small school with a Teaching Principal. In 2016 the school has an enrolment of 72 students from Kindergarten to Year 6. In 2016 the school operates with 3 classes. As a result classes will not be stage based, but operate across multi-stage cohorts.

Our families and community members, including the Parents and Citizens' Association enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school. At the end of last year a number of long term families had their last child move on to high school. As a result it will be important to find ways to keep the sense of being a part of the wider community.

Our staff focuses on developing quality teaching and learning programs across all Key Learning Areas. We offer a diverse range of programs and activities to optimise the total development of our students, maximising student-learning outcomes.

Our teaching staff is experienced and enthusiastic. They keep themselves up-to-date via quality Teacher Professional Learning to enable them to deliver best practices and quality lessons to the students in their care.

The school's purpose is to maintain and sustain a positive, safe and happy learning environment that focuses on the growth of the student as an individual. We feel it is important to offer diverse educational experiences.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Excellence in Learning

The 5 subsections within the area are: Learning Culture; Wellbeing; Curriculum and Learning; Assessment and Reporting; Student Performance Measures.

#### *Learning Culture*– Delivering

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

#### *Wellbeing*– Sustaining and Growing

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. Quality teaching and Professional Practice are evident in every Learning Environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self and contribute to the wellbeing of others and the wider community.



### *Curriculum and Learning– Sustaining and Growing*

Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

### *Assessment and Reporting– Delivering*

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.

### *Student Performance Measures– Delivering*

The school achieves good value added results. Students are at or above national minimum standards on external performance measures. Students are showing expected growth on internal performance measures.

## **Excellence in Teaching**

The elements of Excellence in Teaching include: Effective classroom Practice, Data Skills and Use; Collaborative Practice; Learning and Development; and Professional Standards.

### *Effective Classroom Practice– Delivering*

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

### *Data Skills and Use– Delivering*

Teachers analyse and use student assessment data to understand the learning needs of students. Data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions.

### *Collaborative Practice– Sustaining and Growing*

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

### *Learning and Development– Sustaining and Growing*

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

### *Professional Standards– Sustaining and Growing*

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

## **Excellence in Leading**

The four elements that demonstrate excellence in leading include: Leadership; School Planning implementation and Reporting; School Resources; Management Practice and Processes.

### *Leadership– Delivering*

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations

to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

#### *School Planning, Implementation and Reporting– Delivering*

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

#### *School Resources– Sustaining and Growing*

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

#### *Management Practices and Priorities– Sustaining and Growing*

There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence

Framework:<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To provide a learning environment of high expectations, where the teaching is differentiated and focused on the needs of students. Academic skills are developed to allow students to be active, independent learners.

#### Overall summary of progress

Progress towards achieving excellence in this strategic direction has been reached through professional development to improve teacher capacity to teach literacy and numeracy, commitment to continuing to develop flexible grouping structures within the school and employment of additional teachers to deliver quality teaching and learning programs and targeted support structures.

Our school community has evaluated and continues flexible grouping structures and we have continued to employ additional specialist teachers to ensure stage based learning can occur in Science, CAPA, HSIE, and PE. This has allowed teachers to differentiate the curriculum to ensure specific stage based outcomes are met.

Teachers have continued to develop their understandings of Seven steps to Writing success, particularly in the Primary classrooms and a whole school scope and sequence of literacy and numeracy assessment has been developed to enable accurate benchmarking of student outcomes across the school.

Our Kindergarten teacher has undertaken an initial year of L3 training and is beginning to implement the program with Kindergarten students in the classroom.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Documented growth in Literacy and Numeracy outcomes for students receiving targeted interventions	Growth on literacy and numeracy continuum for all students receiving targeted interventions with more than 50% growing at or above appropriate benchmarks in K-2.	4500 Aboriginal equity 15800 low socio economic
Documented evidence of student achievement growth using NAPLAN, PLAN continuum and class assessment data.	Kindergarten Teacher completed initial year of L3 training and is implementing strategies in the classroom  PLAN data entered for K-3 indicates growth for all students, with 60% or more growing at or above appropriate benchmarks.  All students in Year 2 at or above meeting age appropriate benchmarks in Literacy and Numeracy in PLAN..  Still further growth required in NAPLAN to meet this target. No students were below the National minimum standard in Spelling, Grammar or Writing in both Year 3 and 5. No student was below National minimum standard in Year 3 Numeracy.	\$5000 Professional Learning  \$ 5000 Low Socio economic equity
Increase in student engagement documented in TTFM survey	Students commented on enjoyment in new technology activities being program.  Reduced issues of inappropriate behaviour during CAPA activities.  Increase in parent satisfaction survey results around student engagement.	\$12000 Equity  *

## Next Steps

Extend implementation of L3 Literacy program to include Year 1.. In 2017.

Introduce the Ten program to improve numeracy in ES1

LPS will be part of the Early Action For Success Program and will employ an Instructional Leader Literacy and Numeracy to work in our Kindergarten to Year 3 Classrooms. Their focus will be in improving teacher capacity, improving the use and understanding of the Literacy curriculum and developing targeted interventions to support student learning.

Teachers will be implementing the Geography curriculum, commuting to a stage for the next 2 years to allow the development of a clear scope and sequence.

Continue to utilise flexible class structures for the teaching of History, Geography, Science and CAPA.





## Strategic Direction 2

### 21st Century Learning

#### Purpose

To equip students with the skills that they will need in an ever changing world. Students need to develop skills to participate in careers and utilise technologies that do not yet exist. This includes the 21st Century Learning of Communication, Collaboration, Critical thinking and Creativity.

#### Overall summary of progress

The Leader in Me program has continued to be a school wide focus. Teachers are embedding the language of the program in how they discuss situations with students.

Student leaders took part in the Halogen Young Leaders Program and a broader range of leadership opportunities offered to students within the school. They applied the skills learnt as part of buddy and peer support programs. This included the introduction of a buddy reading program.

Towards the end of the year teachers and students began utilising the mindfulness program to help students focus and improve their resilience and self management. This included utilising specifically designed iPad applications.

iPad technology was integrating into more areas of the curriculum, including music, literacy and drama. This was supported by teacher training and the purchase of additional iPads.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of 21st Century Learning skills being taught during classroom observations and in Teaching and Learning Programs	Improved understanding of 21st century learning skills by staff  Implementation of Mindfulness in Stage 1 classroom to help improve student self management  The leader in me Program continued across the school	\$3000 Professional learning
Increased use of technology across KLAS as teaching and learning tool	Improved infra structure of technology with additional iPads and storage purchased  T4L rollout replace oldest computers across the school  Improve headphones  Integrate ipads into music program and by running film making CAPA group	Hardware \$6000  Casual relief \$2000  Professional learning \$4000
Leadership skills demonstrated by students across the school	Students attended Young Leaders conference and strategies learnt utilised in school environment  Leader in me program resources improved in school.	\$500

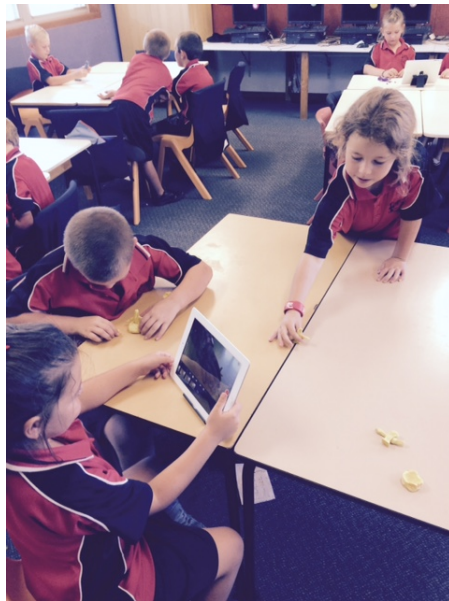
#### Next Steps

Improve the technology infrastructure with the school. This includes improving the wireless network, as well as adding to the hardware within the school. Employment of technical advisor to improve deployment of Applications to iPads to allow better integration into the classroom.

Further Professional Learning on the use of technology in the classroom. This will include learning about coding and the benefits, software and applications that can be utilised with children.

Extend mindfulness initiative to working with students who have more specific needs and for students exhibiting disruptive behaviours.

Continue to up skill staff in 21st learning strategies.



## Strategic Direction 3

### Connected Communities

#### Purpose

To provide opportunities for staff and students to collaborate and connect with the broader learning community on a local and global level to improve access to expertise, resources and social dynamics

#### Overall summary of progress

Opportunities have continued to be explored to develop closer ties with the Clarence Community of small schools. In addition to continuing to take part in network meetings, combine staff development opportunities where initiated, including a successful network wide Staff Development day in Term 2.

The Facebook page has evolved to include parent contributions and showcase more of the activities students are taking part in. Newsletters are now emailed to parents on a weekly basis.

In an attempt to improve student and parental feedback we took in the Tell them For me Survey for the first time. Data was used to improve school practices.

A combined School Musical was undertaken with Cowper Public School which not only showcased the talents of students from both schools but allowed strong professional and peer based relationships to form between the schools.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The community is actively and regularly involved in school activities and planning process	Regular conversations were held in different forums to encourage parents to be part of the school planning process.  Additional CAPA assemblies held each term to share different aspects of the curriculum  Community groups invited to work with students on projects  Preschool Preparation Program established to form relationships with families as they are entering school and support students transition to kindergarten	\$5000 low socioeconomic equity
Parent satisfaction with school communication improved	Participation in the Tell them For me survey for the first time with parents and students primary respondents.	\$0
Partnerships developed with surrounding schools which include sharing of expertise, resources, and increased opportunities for collaboration	Partnerships with Cowper public school were extended through the production of a combined musical. Staff and students cooperatively created props, costumes, rehearsed and performed the play.  Professional learning for staff coordinated across community of small schools. This includes Staff development days, mentoring, and classroom observations..	\$500 P&C Donation  \$4400 RAM

#### Next Steps

Continue to develop and utilise networks in CCOSS. This will include taking part in combined Staff Development Days.

Introducing Instructional rounds as part of school review process, teachers will evaluate practices of others schools and take part in being observed teaching in the classroom.

Developing mentoring relationships with teachers more practiced at programs being implemented across the school. This will include taking part in observations and demonstration lessons in key curriculum areas.

Lead the SSBI concert in 2018.

Improved the school Website as a communication medium.





Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Strategic Direction 1</p> <p>All Aboriginal Students have an Individualised Learning Plan(ILP) and are making progress on literacy and numeracy continuum.</p> <p>Aboriginal student Achievement is equal to or greater then non– Aboriginal students.</p>	<p>\$3737 Flexible</p> <p>\$8380</p>
<b>Low level adjustment for disability</b>	<p>Individual Learning plans were developed for all aboriginal students and students with learning difficulties</p> <p>Interventions to support curriculum acquisition in small group and one on one support occurred.</p>	\$8380 Low level disability
<b>Socio–economic background</b>	<p>Strategic Direction 1</p> <p>Targeted HSIE, Science and CAPA program allowed for deeper understanding of outcomes and engagement for learning across school</p> <p>Strategic Direction 2</p> <p>Purchase of additional iPads, storage and Professional Learning to utilise different technology in the classroom.</p>	<p>\$30000 Low socioeconomic adjustment</p> <p>\$4300 flexible</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	41	36	34	30
Girls	41	36	37	32

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	97.6	89.6	94.2
1	90.2	96.1	92.9	91
2	93.4	94.9	96.4	95.9
3	95	96.1	93.9	94.4
4	96.1	96.7	95.1	92.9
5	94.3	96.2	96	91.6
6	91.9	94.8	96.2	93.4
All Years	93.7	95.8	94.5	93.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

The majority of our students attend school regularly. the school actively sought an explanation for all absences and continued to implement successful strategies for non attendance such as:

- Reminders letters for unexplained absences
- Phone contact with parents and carers
- Monitoring late arrivals and early leavers in a sign in/out register
- Home School Liaison intervention and improvement plans when necessary.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration & Support Staff	1.51
Other Positions	0.13

\*Full Time Equivalent

The Australian Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The staff at Lawrence Public School shares a variety of backgrounds, however at present there are no Aboriginal Employees.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

### Professional learning and teacher accreditation

Throughout 2016 staff members were actively engaged members of the professional learning community. Lawrence Public School staff members developed PDP's to identify targeted areas for professional growth in align with the school plan. They participated in the following courses and conferences.

#### Teaching Staff

Anaphylaxis e learning

Child Protection update

e-emergency care

Understanding The Highly Accomplished Accreditation Process

iPads and literacy

iPads in action

One Note

Your school and the Geography K–10 syllabus

NSW Primary Connections training

First Aid Training

L3 in the Kindergarten classroom

Plan training and the literacy and Numeracy continuums

Community of Schools Joint Professional learning days

Hockey Coaching level 1

Code of Conduct

*Principal*

North Coast Principal's Conference

Primary Principal's Association Meetings

Clarence Valley Community of Small School's Principal Meetings

Director Meetings/ School Visits

NSW PPA State Conference

Seasons for Growth Grief Training

LMBR preparation and Budgeting

First Aid Training

SASS Staff

Oliver Training

LMBR Finance

Youth Mental Health

First Aid

Child protection Update

Code of Conduct

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>114 413.77</b>
Global funds	91 989.20
Tied funds	58 520.08
School & community sources	24 581.54
Interest	2 341.74
Trust receipts	3 888.65
Canteen	0.00
Total income	295 734.98
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	4 452.08
Excursions	17 507.96
Extracurricular dissections	11 204.07
Library	3 659.12
Training & development	-57.28
Tied funds	68 605.77
Short term relief	24 738.50
Administration & office	31 162.24
School-operated canteen	0.00
Utilities	10 586.58
Maintenance	10 799.46
Trust accounts	4 323.49
Capital programs	0.00
Total expenditure	186 981.99
<b>Balance carried forward</b>	<b>108 752.99</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016 8 students in Year 3 and 9 students in Year 5 sat the NAPLAN assessment.

There are no students in Year 3 performing below national minimum standards in Writing, Spelling, Grammar and Punctuation.

70% of Year 3 students are performing at Proficiency (in Band 5 or 6) in Writing and 50% are performing at proficiency in Reading, Spelling, Grammar and Punctuation.

100% of Year 5 students are performing above national minimum standards in Writing, Spelling, Grammar and Punctuation.

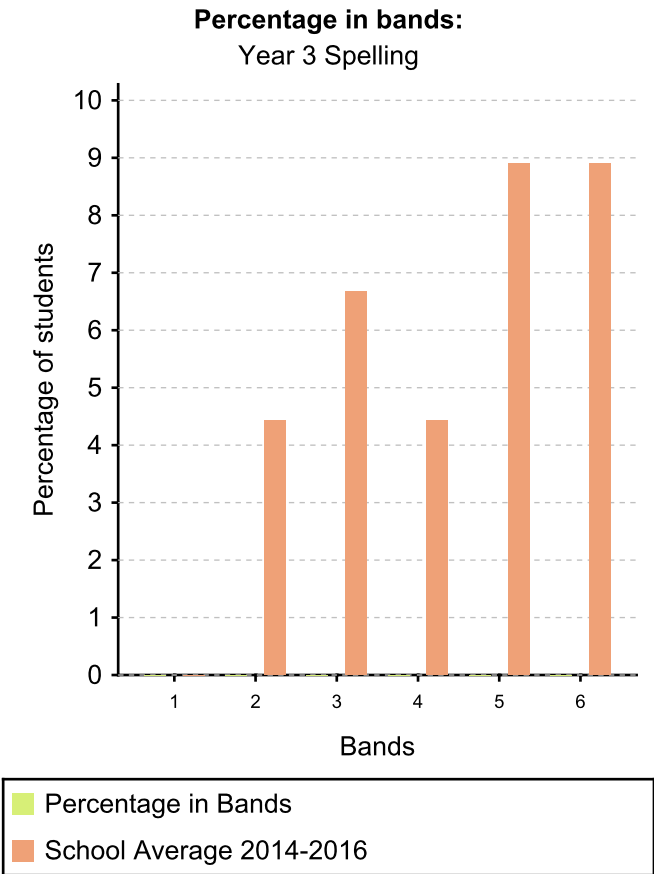
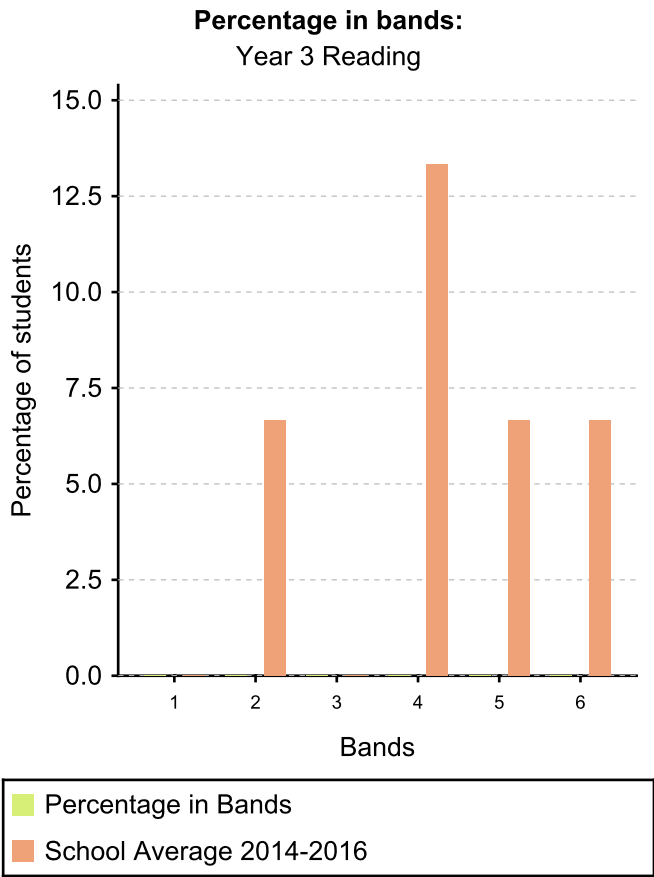
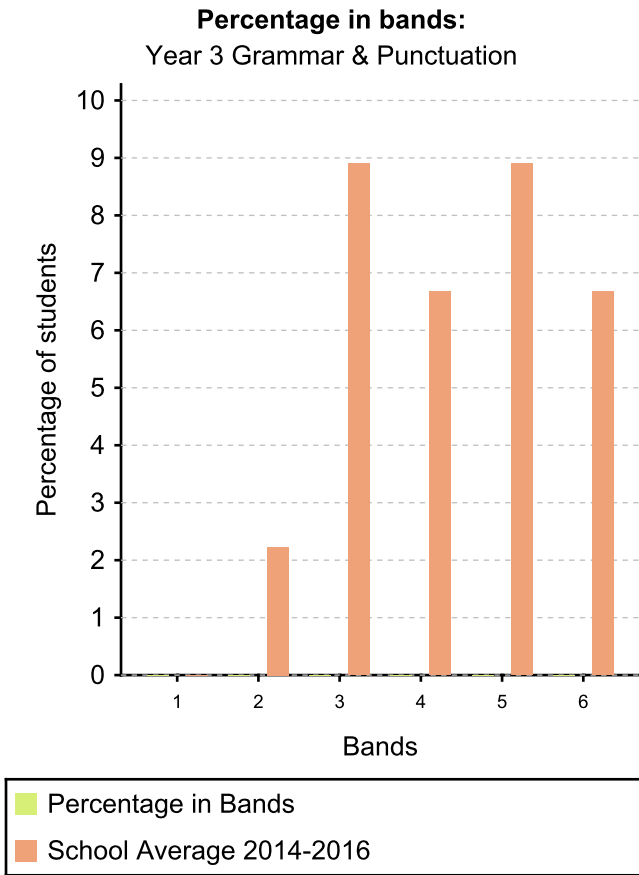
All students showed growth in all areas of Literacy, with 90% of Year 5 students showing higher than average growth in Grammar and Punctuation

In Reading, students in Year 3 achieved results from Band 1 to Band 6, with 70% of students band 4 or above. Students in Year 5 achieved results from Band 3 to Band 8 with 2/3 in Band 6 or above.

In Writing, students in Year 3 achieved results from Band 2 to Band 6, with 70% in Band 5 or above. Students in Year 5 achieved results from band 4 to Band 6.

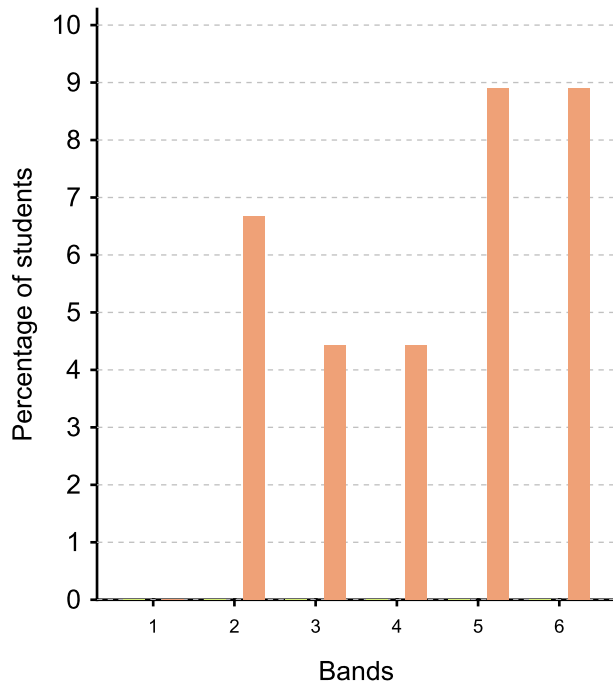
In Spelling, students in Year 3 achieved results from Band 2 to Band 6 with 80% band 4 and above. Year 5 achieved results from band 4 and above with 70% of students above Band 6

In Grammar and Punctuation students in Year 3 achieved results from Band 2 to Band 6 with 70% of students in Band 4 or above. Students in Year 5 achieved results from Band 5 and above with 70% Band 6 or above.



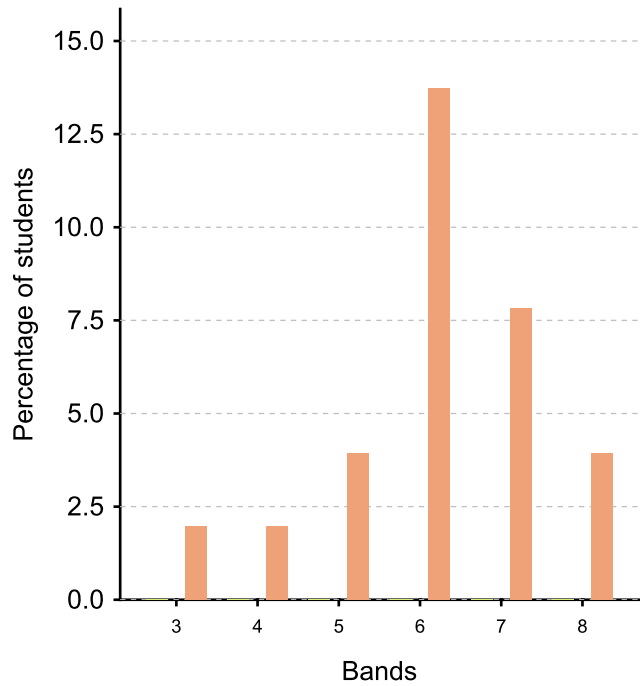


**Percentage in bands:**  
Year 3 Writing



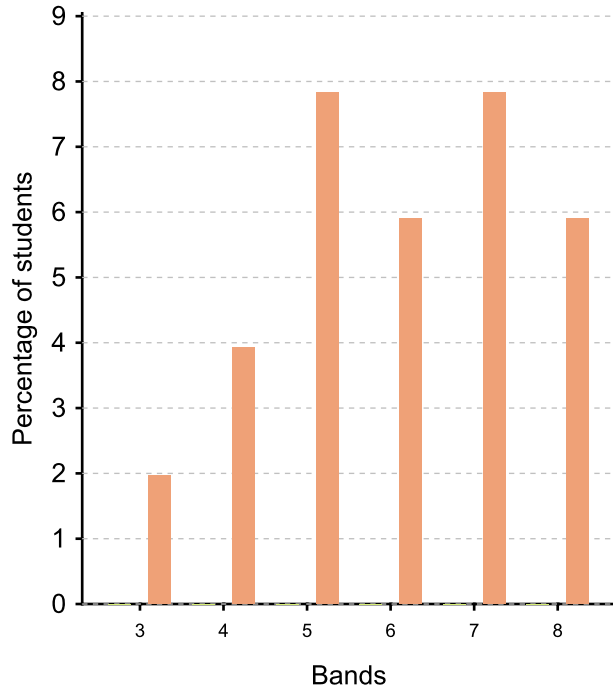
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Reading



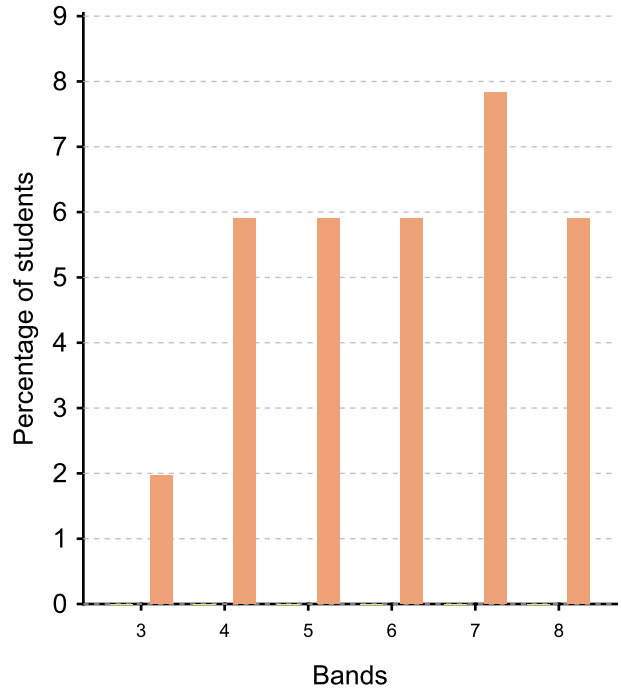
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Grammar & Punctuation



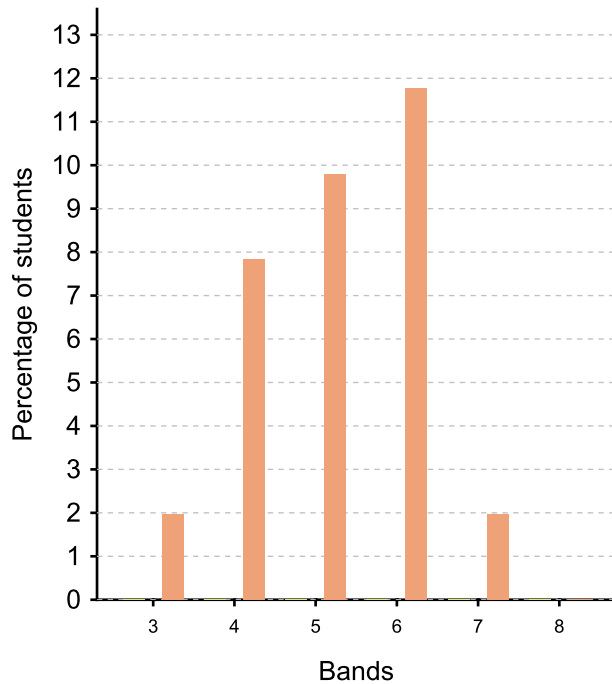
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Spelling



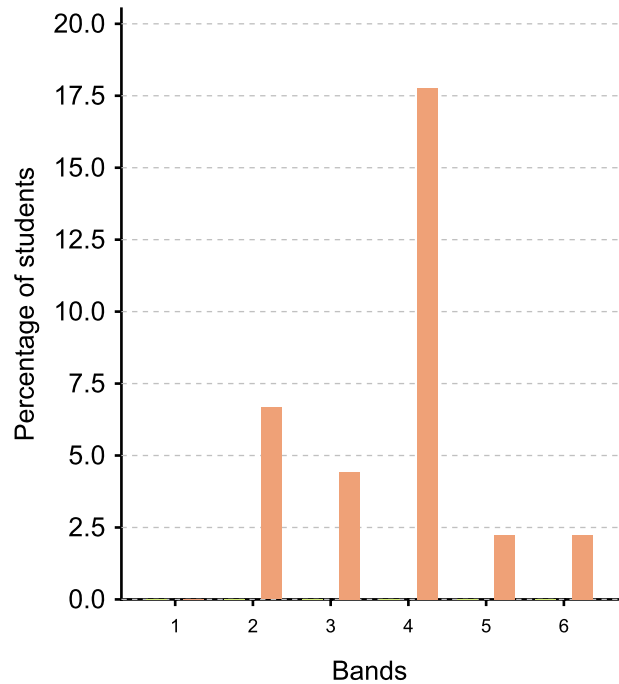
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

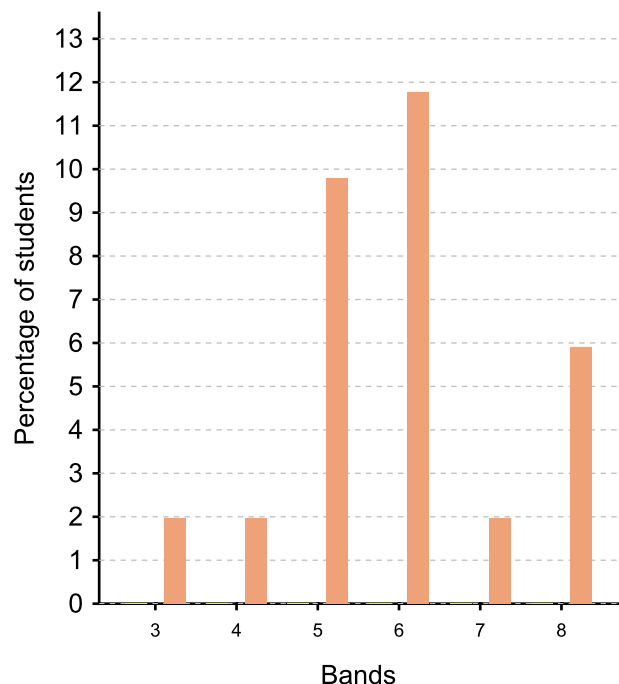
In Year 3 Numeracy 50% of students are at proficiency.

There are no Year 3 students below national minimum standard in Numeracy.

In Year 3 Numeracy student achieved results from Band 3 to Band 6. with 80% band 4 or above.

In Year 5 Numeracy, students achieved results from Band 3 to Band 7.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

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## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, teachers and students about the school.. Their responses are presented below:

There was strong to very strong agreement by a majority of respondents that:

- Students are expected to do their best and are provided with feedback to support their learning.
- There is excellent access to computers and other technology to support learning
- The school welcomes parent and community involvement
- The school is connected to the wider community
- LPS is an attractive and well-resourced school. E.g. classrooms, library and grounds.
- The school is connected to its community and welcomes parental involvement.
- Parents find it easy to contact the school to discuss concerns relating to their child.
- The school is friendly and tolerant of all students.
- The students are the school's main concerns.
- The school promotes a healthy lifestyle.

When asked what areas the school could improve its performance in some parents indicated they would like more opportunities for students to interact in the community.

### Future directions

We will continue to improve upon all aspects of our relationship with the community, which heavily relies upon open communication. The school will look at where some community members have highlighted areas of need and explore ways to address them.

## Policy requirements

### Aboriginal education

#### Background

Aboriginal perspectives are implemented across all Key Learning Areas, Kindergarten to Year 6 at Lawrence Public School. All children demonstrate Understandings and Knowledge of Aboriginal culture and history through engagement with curriculum and whole school events.

#### Findings and conclusions

The school's teaching programs educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The programs focus on key issues relating to reconciliation, closing the gap, improving relationships, understanding country, valuing culture and sharing history. Children are taught to make informed judgments and inferences about situations and early Australian history. Aboriginal perspectives are

presented across all areas of the curriculum and are not taught in isolation.

Students entered artwork in the Reconciliation Week Art Challenge.

Our school Captains participated in the River of Learning Project with held at Maclean High School.

The school held NAIDOC week celebrations.

### Future Directions

Lawrence Public School will continue to build upon the successes of promoting Aboriginal perspectives within the curriculum as well as promoting tolerance for all cultures.

### Multicultural and anti-racism education

#### Background Knowledge

Multicultural education is valued and supported at Lawrence Public School. We embrace that many different cultures make up the history of Australia and our community

#### Findings and Conclusions

Students in Stage 1 and 2 have enjoyed learning about other cultures through stories and researched different countries and cultures that took part in the the Rio Olympics. .

Early Stage 1 and Stage 1 has also continued to learn the Bhasa Indonesian language.

Stage 3 immersed themselves in different countries and their cultures to complete a project about living across the Globe. They looked at the similarities and differences between other countries and Australia that would create unique experiences and possible challenges were they to move there.

Lawrence Public School also has teachers trained as Anti-racism Contact Officers (ARCOs) to assist in eliminating racism and racist behaviour in our school. This year we have focused on repairing the harm caused when students engage in racist behaviour. We have also attempted to integrate topical issues related to Australia's multicultural status, such as refugees, in different curriculum areas, especially in our selection of literacy material for reading activities.

All students too part in the school's celebration of Harmony Day with a variety of activities to promote respect and celebrate diversity.

### Future Directions

Lawrence Public School will continue to build upon our successes in this area. We will continue with our successful anti racism and ARCO programs. These programs are proactive programs which remind children of the correct behaviours and approaches they need to adopt everyday.