

Lawson Public School Annual Report



2016



2381

Introduction

The Annual Report for 2016 is provided to the community of Lawson 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.

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School background

School vision statement

Students at Lawson Public School are provided with excellent educational experiences, in a safe and caring setting whereby they are supported to develop to their full potential, across all areas of their schooling. A culture of inclusivity, respect and acceptance of individuality is fostered across all levels of the school community. The school core values (At Lawson Public School we are Safe, Respectful, Responsible learners) are reflective of the school's commitment to ensuring quality teaching and learning experiences are provided within a safe, caring, positive learning environment. Students are consistently encouraged to think and act responsibly and respectfully and this, together with the strong emphasis on positive connections between the school, home and community will equip students to live and achieve in a rapidly changing world. Our school vision aligns with the Melbourne Declaration

School context

Lawson Public School comprises 9 mainstream classes and 3 classes in the support unit. The school has an enrolment of 242 students. All students are provided with a broad, quality curriculum within a safe, caring learning environment. The school actively engages the community through attendance and presentation at a range of events such as the Love Lawson Festival, Magpie Markets, Elders Luncheon, Hub Meetings and other events conducted in the Blue Mountains. The school belongs to both the Upper Blue Mountains and Mid Mountains learning communities and participates in combined professional learning and projects, transition programs for new kindergarten students, as well as year six students who are preparing for high school. Productive partnerships with Lawson Community Preschool is valued by the broader school community. The preschool attends special events such as the Easter Hat Parade, Book Week, performances and assemblies, as well as the popular 'Leap into Learning kindergarten orientation program. Aboriginal perspectives are included in all teaching and learning programs and Lawson Public School takes part in several Creative and Practical Arts activities each year, resulting in strong partnerships between the school and the local Aboriginal community. Staff feel privileged and honoured to host the annual Reconciliation Art Exhibition, showcasing artworks from students across many of our local schools, as well as Aboriginal Artists. The school is very well supported by an active P&C Association.

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.

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.

In term 4 of 2016, the Leadership team of Lawson Public School utilised the School Excellence framework to determine the quality of Learning, Teaching and Leading practices here at our school. A summary of these findings are as follows:

LEARNING:

Our school is currently delivering on our ability to build a strong community learning culture. Teaching staff understand the relationship between student engagement and successful learning, behaviour expectations throughout the school are explicitly taught, programs are developed to meet the needs of students from identified groups and attendance is closely monitored.

In the future we will move toward sustaining and growing this domain by, building policies and practices which develop school and community wide relationships that focus on a collective responsibility for student learning success.

TEACHING:

Lawson Public School continues sustain and grow our ability to build a strong culture of teaching. There is a strong culture of teacher professionalism around the importance to use student performance data to inform professional learning needs, not only for the individual teacher but the stage team and entire faculty as a whole..

In the future, staff will work toward excelling in this area by, linking professional learning to the advanced staged of the accreditation process and engaging in structured and systematic coaching programs.

LEADERSHIP: The Leadership Culture at Lawson Public School continues to deliver, sustain and grow. We have well-established and effective systems and practices in place to garner community-wide involvement and to capitalise upon the strengths of both individuals and groups of individuals from our community.

In the future, we will endeavour to develop stronger and more robust systems for the authentic and collaborative development of our Strategic Plan.

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

Innovative Staff

Purpose

To provide all students the opportunity to become literate, numerate and skillful technology users who embrace learning in the 21st Century. Highly qualified collaborative and supportive teachers will lead student learning, which is underpinned by high quality, evidence based teaching. Students will be encouraged to play an active role in their learning.

Overall summary of progress

- Data walls developed to further enhance the ability of classroom teachers to track and monitor individual student progress and to support a culture of visible learning.
- All staff trained and use PLAN data against the literacy and numeracy continuums to support teaching and learning which is differentiated to meet the needs of the individual learner.
- All staff have completed the Performance and Development cycle. This includes the use of collaborative practises, observation of teaching and the sharing of evidence with colleagues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff effectively use the Literacy and Numeracy continuums to plan, assess and track student progress and achievement.	Staff Survey Data indicates: <ul style="list-style-type: none">• 73% of staff report high ;levels of collaboration with colleagues to directly improve student learning.• 74% of staff actively provide students with direct feedback about their learning and their work.• 76% of staff feel that student data has a direct and relevant impact on their teaching.	\$0
100% staff are actively engaged with the Performance and Development Framework, using evidence to demonstrate progress towards demonstrate progress towards professional goals.	100% of staff engaged in 2016 Performance and Development Cycle, with evidence to indicate progress toward and achievement of professional goals.	Staffing Allocation (1 day per fortnight) – Quality Teaching Successful Schools (QTSS) \$10 000

Next Steps

In 2017, teaching staff will strive to improve the professional learning process to include learning goals which are directly aligned to the Australian Professional Standards for Teachers.

Whole School professional learning will also address the use of teaching strategies which are supported by research with strong effect sizes.

It should be noted that the Bring Your Own Device (BYOD) strategies, represented a significant part of our whole school approach to technology. While there was focus given to developing and implementing a BYOD policy of our own, ultimately, the small size of our school and the affordability of technology hardware through the Department of Education, has meant that our school and P&C will continue to resource technology for the near future.

Feedback from staff surveys has indicated the desire for stronger, whole–school, approaches to professional learning. In 2017, our school will contribute funds to the Quality Teaching Successful School initiative, in order to further develop the professional learning of all our staff. This will allow coaching and mentoring practises to be developed and will enhance the weekly whole school professional learning.

In 2017, leadership will be recognised as a collective responsibility for all teaching staff. Membership to areas will be a requirement of all teaching staff. Each team will be responsible for researching and leading remaining staff through

areas for improvement against the school excellence framework.

Strategic Direction 2

Successful Students

Purpose

To develop the capabilities of all students so they are active contributors to the planning and monitoring of their learning development. Students take ownership of their learning goals and become intrinsically motivated to achieve them.

Overall summary of progress

- Strengthened Learning and support team procedures and data collection processes.
- Lawson learners stall enhanced to further develop student wellbeing and success.
- Professional learning for all staff to improve the development of Individual Education Plans (IEP) and Personalised Learning Plans (PLP) in order to support student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students demonstrate positive growth of 1 skill band from Year 3 to Year 5 in all external assessments	Lawson Public School continues to implement strategies to support this goal through the use of: <ul style="list-style-type: none">• Additional LasT time• Targeted withdrawal programs	\$42 836.84
.100% of students, propelled by the formative assessment process, understand and use learning targets, set their own learning goals and assess their own learning progress.	100% of staff engaged in Teacher Professional Learning around Formative Assessment.	\$14 123.49

Next Steps

Key staff were instrumental in the development of STEM education, at Lawson Public School. Our Project Based Learning (PBL) initiative was, understandably, mistaken for Positive Learning for Behaviour (also PBL). As a result, teachers and executive staff worked tirelessly to promote this approach to learning under the auspices of Science Technology Engineering and Mathematics (STEM) system. The results saw wide levels of staff and community participation.

In 2017, we will aim to include STEM initiatives (K–6) throughout the school. Lawson Public School aims to build strong partnerships with schools and relevant stakeholders by promoting professional learning opportunities here at the school and seeking further partnerships with the University of Western Sydney, The CSIRO and The University of Technology, Sydney.

Whole–stage and whole–school teams have been successful in contributing to a collective data wall. Many teachers actively track student progress against the NSW Literacy and Numeracy Continuums. In 2017, we aim to bring visible learning to our students. This will be realised through targeted professional development for teachers, Instructional Leadership opportunities with experienced teachers and regular mentor/coaching opportunities for all teaching staff.

In 2017, all relevant teaching staff will be supported to strengthen partnerships with the parents of Aboriginal students in their class. This will be achieved through professional learning work shops and by utilising in school expertise to coordinate Personalised Learning Plans and parent morning teas. Staff will remain informed of AECG meetings and encouraged to attend.

Strategic Direction 3

Connected Community

Purpose

To foster collaborative relationships across the learning and wider school community to support and enhance student learning in a dynamic, holistic and integrated way.

Overall summary of progress

- KidsMatter, Bounce back and White Ribbon strategies are evident in all classroom teaching programs. There is evidence of community wide collaboration and celebration of programs which focus on student wellbeing.
- Strengthened relationships with parents due to the restructuring of assessment and reporting cycles. In particular, staff meet face-to-face with parents and carers during term 1. This recognises student strengths/success and areas of concern for further support.
- Stephanie Alexander Garden Program has enhanced learning opportunities beyond mainstream classes. In particular, facilities and produce are used to support teaching and learning programs for children with English as a second language and children taking part in wellbeing programs with a gender specific program focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
High levels of community connectedness, participation, satisfaction and trust in the school.	<ul style="list-style-type: none">• 63% Parents report agree with statements which reflect positive views of feeling welcome at the school.• 74% of parents agreed that the school supports positive behaviour.• 67% of parents indicate that child safety is handled properly by the school.	\$0
The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.	Staff Professional Learning Meetings, Communication Meetings, QTSS mentor discussions and both formal and informal parent meetings align with systems for collecting and reporting local and external data on student and school performance.	

Next Steps

2017 will mark the beginning of actions for a new three year Strategic Planning cycle (2018–2020). In this regard, focus group discussions, parent information sessions and surveys will be a regular and encouraged part of the conversation that occurs between our school and community. In 2017, we will be widely advertising strategic planning sessions which encourage maximum participation for families by sponsoring evening events which allow for child supervision.

Executive staff from Lawson Public School will continue to lead and develop professional partnerships with other school and aspiring leaders through the Blue Mountains Executive network and STEM networks. The Lawson Public School STEM program will be promoted through local and state-wide networks, to recognise and share teacher experiences through professional learning opportunities and relevant educational literature.

Regular survey data from students, staff and parents will be gathered through the Tell Them from Me – Survey materials. This, in turn, will be valuing and responding to the constructive feedback of our whole-school and the key stakeholders in our community.

Our school will continue to develop and strengthen systems which support student wellbeing and successful learning. In 2017 all staff and visitors will move toward supplying a current working with children background check. Regular professional learning experiences will incorporate the expertise of outside agencies to promote teacher understanding of students with disabilities including but not limited to diabetes, auto-immune disorders, Autism and ADD/ADHD.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Individual students targeted in withdrawal groups • Professional development in the delivery of authentic Personalised Learning Plans (PLPs). • Opportunities for Aboriginal students and families to celebrate and share culture. 	\$12 152
Low level adjustment for disability	<ul style="list-style-type: none"> • Reading Recovery implemented to support early literacy learners • Improved professional learning programs to address learner diversity in the classrooms, including the provision of support for teachers in recognising and responding to students' additional learning needs 	\$42 849 \$73 335
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Introduce Mentoring coaching practises in the school. 	\$10 202
Socio-economic background	<ul style="list-style-type: none"> • Students identifying as low-socio-economic are given equal access to the curriculum. 	\$26 031
Support for beginning teachers	<ul style="list-style-type: none"> • Beginning Teachers engage in coaching mentoring practises with more senior teachers. 	\$4 081

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	113	116	124	123
Girls	87	106	117	128

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.6	93.2	94.2	95.4
1	94.1	91.5	92	94.4
2	93.6	94.5	89.9	92.3
3	92.8	94.5	92.1	93.6
4	93.6	91.5	93.7	91.5
5	90	94.3	91.9	92.1
6	94.4	91	90.8	91.4
All Years	93	93	92.3	93
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

At Lawson School we encourage responsible attendance habits in our students.. Our school has systems to ensure unexplained and habitual absences are investigated.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.11
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration & Support Staff	5.52
Other Positions	0.1

*Full Time Equivalent

In 2016 there were no staff who identified as Aboriginal, whilst employed at Lawson Public School. There were some members of our local community who identify as Aboriginal and volunteered here at the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	81.25
Postgraduate degree	18.75

Professional learning and teacher accreditation

Lawson public School has successfully completed the Professional Development Planning (PDP) cycle with 100% of teaching staff. This process considers the skills, qualifications, experience and positions of all those effected. In this regard, there were two beginning teachers successful in completing the process for accreditation at proficiency through New South Wales Institute of Teachers.

Lawson Public School recognises the professional learning required for those aspiring to school leadership. Nearly all those teachers whom identified leadership as a professional learning goal, were provided with an opportunity to relieve in higher duties, both within and beyond the local school setting.

In 2016, four of our staff were successful in gaining school leadership positions through the merit selection expression of interest processes.

Individual, team and whole-school professional

learning is directly reflected by data gathered through NAPLAN, PLAN and teaching assessment schedules. Weekly, whole-school professional learning addresses relevant deficits in literacy and numeracy data by employing research based intervention strategies which are backed by strong effect sizes. In turn, stage meeting and individual conferences through the PDP processes support the implementation of interventions within the individual classroom.

In 2018, members of the leadership team will seek the NSW Department of Education, Leadership and Management Credential.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	340 965.20
(2a) Appropriation	286 563.05
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	53 774.93
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	627.22
Expenses	-121 126.45
Recurrent Expenses	-121 126.45
(3a) Employee Related	-69 825.51
(3b) Operating Expenses	-51 300.94
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	219 838.75
Balance Carried Forward	219 838.75

In 2016 Lawson Public School migrated from the Oasis to the LMBR financial management system. This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2016 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.

Increasing school based decision making is a key education objective of the NSW Government. Through the Local Schools, Local Decisions education reform (LSLD), NSW public schools now provide their communities with a greater say over how they use their resources to best meet the needs of their students. Consultative decision making processes mean that groups within the school community have the opportunity to receive information, engage in discussion, put forward ideas, and have their views considered in making a final decision.. The principal, after consideration of the views of the school community, will make the decision to best meet the needs of the students in the school.

Further information on consultative decision making and opportunities for community contribution, will be made available through the school newsletter, P&C minutes and advertised via the school calendar on our website.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 723 821.12
Base Per Capita	13 764.65
Base Location	0.00
Other Base	1 710 056.48
Equity Total	115 215.56
Equity Aboriginal	10 706.93
Equity Socio economic	13 703.35
Equity Language	1 368.66
Equity Disability	89 436.62
Targeted Total	563 302.59
Other Total	58 350.86
Grand Total	2 460 690.13

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.

The *My School* website provides detailed information and data for national literacy testing. Click on the link <https://www.myschool.edu.au/> and insert the school name in the field for "find a school" and select "go" to access the school data.

The My School website provides detailed information and data for national numeracy testing. Click on the link <https://www.myschool.edu.au/> and insert the school name in the field for "find a school" and select "go" to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents, student and staff were surveyed regarding their perspectives as partners of learning at our school..

89% of surveyed parents indicated that they were able to approach and speak with their child's teacher at least two or more times this year. In terms of participation in school related meetings, 88% of parents surveyed, indicated that they attended on a minimum of two or more occasions. 75% of parents agreed with the statement that positive behaviour was supported by the school and our staff. Increased channels of communication and opportunities for parents to have input on the Strategic Planning were the two items most requested.

In terms of student learning, 84% of teachers indicated that Lawson was an inclusive school where classroom teachers are both equipped and skilled to address the learning needs of their students. 73% of respondents agreed with the statement that parents were active partners in the learning journey of their children. Teachers indicated that access to both technology training and hardware were priorities for further future improvement.

Student survey results indicated that 88% of students at Lawson school had positive behaviour. The government norm for children in this age bracket is 83%. Positive behaviour is characterised as, *students hat do not get in trouble at school for disruptive or inappropriate behaviour*. In terms of effort in schooling, 93% of our students indicated that they try hard to

succeed in their learning. The NSW Government norm for these years is 88%. Concerns that were commonly voiced by students included a further need to develop a culture with a sense of belonging and strategies for maintaining interest and motivation in their learning.

Policy requirements

Aboriginal education

Those students attending Lawson Public School, who identify as Aboriginal, are supported by personalised learning plans (PLPs) and funding through the Resource Allocation Model. Aboriginal elders are warmly welcomed in our school and are invited to attend our "Cuppa an da Yarn" morning tea.

Multicultural and anti-racism education

Teaching and learning programs (K–6) are embedded with multicultural perspectives.

The school celebrates multicultural events which include Harmony Day.

Lawson Public School has a designated Anti–Racism Contact Officer (ARCO).