

Lawrence Public School

Annual Report



2017



2379

Introduction

The Annual Report for 2017 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

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Message from the Principal

At Lawrence Public School staff, students and community work collaboratively to create a safe, happy learning environment where quality education enables all students to confidently achieve. Emphasis is placed on developing and extending students in literacy, numeracy and creativity. Technological enhanced learning is a feature and coordinated to reinforce and extending the students' knowledge, understandings and skills. Information technology skills and leadership programs are taught and developed to assist our children to succeed as 21st Century Learners.

Our school maintains a strong partnership with our community. All stakeholders involved with the school are committed to providing positive educational opportunities for all students. The school regularly joins with students from surrounding schools to engage in a range of social, sporting and curriculum events. Our school aims to provide all school members with the best possible opportunities to achieve their personal and educational goals. Planned experiences are provided to extend learning beyond the classroom. The emphasis of professional learning for teachers, quality teaching and higher order thinking skills means our students receive the best in current developments in pedagogy.

On a final personal note, I would like to take this opportunity to thank my staff, parents and community for your support during 2017.

With regards

Jacqueline Menzies

Principal Lawrence Public School

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 2017 the school has an enrolment of 68 students from Kindergarten to Year 6. The school operates with 3 classes. As a result classes are not 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 belonging as 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 this area are: Learning, Culture, Wellbeing, Curriculum and Learning; Assessment and Reporting; Student Performance measures.

Learning Cultures–Delivering

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Utilising technology has played a significant role in this and will continue to be a focus in the next planning cycle. Expectations of behaviour are explicitly taught and are related to different sections of the school. Attendance rates are regularly monitored and the school attendance policy followed to ensure any issues with individual students are promptly addressed.

Well Being– Delivering

Our consistent, whole school application of the Leader in Me Program has created a positive teaching and learning environment with clearly defined learning expectations. Students care for self and contribute to the wellbeing of others and the wider community. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping them Safe.

Curriculum and Learning–Sustaining and Growing

Curriculum provision is enhanced by having learning alliances with other schools and organisations, especially through work with local community of schools. The school actively collects and uses information to support student's successful transitions, by working with preschools and High schools as student's transition to school and on to High School. Students and parents work with class teachers to support students throughout their schooling. 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, including NAPLAN, to monitor, track and report on student and school performance. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. 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. They then incorporate data analysis in their planning for learning. It also 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–Delivering

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher-level accreditation. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

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

The school solicits and addresses feedback on school performance. 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. Leadership development is central to school capacity building and 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.

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, as evidenced by the employment of the schools Instructional Leader. Strategic financial management is used to maximise resources available to implement the school plan. Physical learning spaces are maximised by flexible use, and technology is accessible to staff and students to support teaching and learning.

Management Practices and Priorities– Sustaining and Growing

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activities of the school. 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

This year our school has continued to focus on building our practices to support quality teaching and learning programs for all students. Progress towards achieving Strategic Direction 1 has been reached through professional development aimed at improving teacher capacity to teach Literacy and Numeracy, the continuation of flexible grouping structures and the implementation of L3 Literacy program to include Year in 2017.

LPS has adopted the Early Action For Success Program this year that has included the support of a Deputy Principal Instructional Leader, Literacy and Numeracy to work in our Kindergarten to Year 3 Classrooms. Their focus has been on improving teacher assessment of student learning needs in the early years, tracking and analysis of student data and its use in planning in the differentiated classroom. Teachers have improved their knowledge and understanding of the Literacy and Numeracy continuum and developed targeted interventions to support student learning needs.

L3 training has been extended to involve the stage 1/2 teacher. A focus on supporting the program through purchasing both Factual and fiction guided reading texts, specifically in the 10–20 reading recovery levels has been an important part of the strategy.

The Teaching Early Numeracy (TEN) Program has been introduced in the K/1 classroom. Teacher Professional learning and strategic purchasing of resources has supported its introduction. Team teaching and modelling of the strategy has occurred in the 2/3/4 classroom in preparation for continuing the program into Stage 2 in 2018.

Teachers implemented the first year of the new Geography curriculum, committing to a Stage for the next 2 years to allow the development of a clear scope and sequence. As a result we have continued to team History, Geography, Science and CAPA in stage base groupings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Documented growth in Literacy and Numeracy outcomes for students receiving targeted interventions	\$7076 Aboriginal Equity–targeted interventions \$8000 Socio–Economic Equity– Targeted support	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.
Documented evidence of student achievement growth using NAPLAN, PLAN continuum and class assessment data.	\$4996– Socio economic–Literacy resources–guided readers. \$6612– Socio economic–Numeracy resources	100% of Kindergarten students meeting L3 targets for Kindergarten. 66% of Year 5 students with higher than expected growth in Reading, Spelling and Grammar and Punctuation. 50% of Year 5 students with higher than expected growth in NAPLAN numeracy
Increase in student engagement documented in TTFM survey	\$12000 School funding	Decrease in classroom incidents of misbehaviour across semester 2, 2017. Positive feedback from students and parents on class structure through surveys data

Next Steps

As part of the Early Action for Success program LPS will continue to work with 0.4 allocated Deputy Principal Instructional Leader to improve teaching practice and student learning outcomes. This will include implementing new Best Start assessment protocols, introducing and trialling the Literacy and Numeracy progressions as part of the K–2 Literacy and Numeracy strategy 2017– 2020, and continuing teacher learning in L3 and Ten. Flexible staffing to effectively utilise all Human resources will include a restructure of the use of LAS Teachers in the classroom. Support teachers will be trained in the L3 program to increase its sphere of influence, and resources purchased to support its implementation.



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

A focus on the 21st learning strategic direction was to 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 a technical advisor to improve deployment of Applications to iPads and train the staff on use of software has led to more appropriate access to Apps across classes, and improved implementation of their use across KLA's

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. Understanding of Configurator and Zulu Desk was also key professional learning for the Principal.

The Mindfulness initiative was extended so that it became part of the K/2 classroom and also a focus of students who were exhibiting disruptive behaviours in both the classroom and playground.

Staff continued to learn about 21st learning and appropriate strategies to improve them across the school through professional reading, staff meeting and professional development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of 21st Century Learning skills being taught during classroom observations and in Teaching and Learning Programs	\$1500 Professional Learning	Improved understanding of professional learning skills by staff as evidence by use of terminology and strategies in teaching and learning programs and during observations. Implementation of mindfulness in K/1 classroom and as part of interventions targeting disruptive behaviour. The leader in me program integrated into Peer support lessons and embedded across school.
Increased use of technology across KLAS as teaching and learning tool	\$1000 Professional Learning \$1000– Ipad support– School Funds Casual relief \$2000	Improved infrastructure supporting iPads with more effective deployment of Applications and support from external advisor. Use of iPads in English to create responses to texts in all classrooms. Coding implemented in Stage 2 and Stage 3 classroom. Extension of use of iPad in CAPA program with garage band and iMovie utilised weekly. Use of technology implemented as part of RFF strategy in library and PD/H/ PE
Leadership skills demonstrated by students across the school	\$600– school funds	Students attend leadership conference Leader in Me program integrated into Peer Support

Next Steps

Investigate and develop strategy to introduce a futures based approach to learning with in the school. This includes designing a a scope and sequence of skills, knowledge and understandings in technology, developing a global understanding of implications of technology in students, enhancing robotics infrastructure and improving teacher understanding of the role of technology in the 21st century classroom.



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

In 2017 Lawrence public school worked closely with schools in our network to facilitate opportunities to improve student learning, make connections and Continue to develop and utilised networks in the Clarence Community of Small schools. This will include taking part in combined Staff Development Days.

participating in Instructional rounds as part of school review process, teachers evaluated practices of others schools and developed strategies to incorporate learning in to their own classrooms.

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 L3 and Ten. Teachers also worked closely with the Instructional Leader, Literacy and Numeracy. .

Lead the SSBI concert in 2018.

Improved the school Facebook Page as a communication medium.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The community is actively and regularly involved in school activities and planning process	\$5000– Socio economic Equity– Staffing	Increase the opportunities for parental involvement in their children learning by including more community events, classroom visits and celebrations of learning. Continued to increase purposeful assemblies, especially those around CAPA celebrations and learning. Developed more links with the Preschool– including a stronger transition to school program.
Parent satisfaction with school communication improved		Took part in the tell them for me survey in 2017. Included feedback gathering processes such as surveys of parents as part of school celebrations, including Education week, Easter hat parade and during P&C meetings.
Partnerships developed with surrounding schools which include sharing of expertise, resources, and increased opportunities for collaboration	\$4000 RAM	Participated in professional learning opportunities developed with the Community of Small Schools and Maclean High. Worked with Palmers Island, Cowper, and Harwood Island in the implementation of instructional rounds

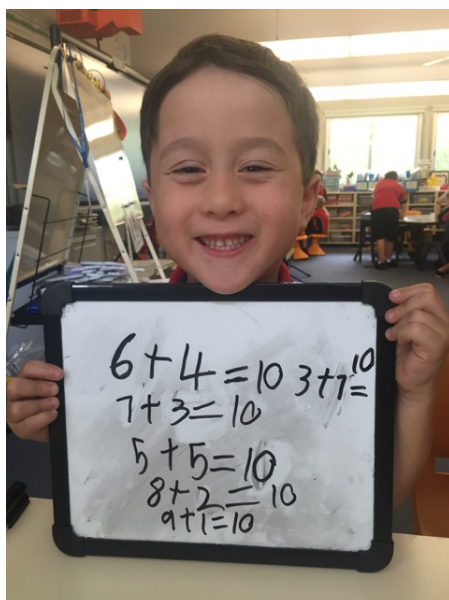
Next Steps

Work with Community of small schools to improve Writing across schools by implementing the Tamworth writing initiative, developing collegial learning groups across the community of schools and improving opportunities to share resources, ideas and programs.

Utilising the newspaper, and Internet to communicate more effectively with parents and community



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 2500 flexible funding + bus to yamba \$6831	<p>Personalised Learning Plans (PLPs) were written and implemented by class teachers with input from Aboriginal Students and their parents. Individualised instruction was accessed as required which included Literacy support through the Multi-lit program and the Dehuti maths program. As a result all Aboriginal students have made progress on the Literacy and Numeracy continuum.</p> <p>Aboriginal students achievement is equal to or greater than non-Aboriginal students in internal and external assessments.</p> <p>All Year 6 students participated in the local "Connecting to Country program."</p>
Low level adjustment for disability	\$37623– Equity Disability \$8000– School funds	<p>Individual Learning Plans were developed for all students identified in NCCD collection.</p> <p>Interventions to support curriculum acquisition in small group and one on one support occurred.</p>
Socio-economic background	\$30000– Staffing \$4000– Staffing transition to school program \$20200– Implementation of L3– Staffing, literacy and numeracy resources	<p>Targeted Geography, History, Science and CAPA in stage based lessons</p> <p>Transition to school implemented from term 3 to support the transition process from preschool to school</p> <p>Implementation of L3 in ES1 and Stage 1 classrooms– improved outcomes across literacy and numeracy continuums.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	36	34	30	37
Girls	36	37	32	32

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.6	89.6	94.2	92.9
1	96.1	92.9	91	92.6
2	94.9	96.4	95.9	94.6
3	96.1	93.9	94.4	93.7
4	96.7	95.1	92.9	96.8
5	96.2	96	91.6	93.1
6	94.8	96.2	93.4	93.7
All Years	95.8	94.5	93.4	93.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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:

- Development of whole school attendance policy and communication of policy to parents;
- 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.

Class sizes

Class	Total
K/1	24
2/3/4	20
4/5/6	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.51
Other Positions	0

*Full Time Equivalent

The Australian Regulation, 2014 requires schools to report on Aboriginal composition of their work force. 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	17

Professional learning and teacher accreditation

Throughout 2017 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

Coding

One Note

L3 in the Stage 1 classroom

Kindergarten L3 OPL

TEN

Plan training and the literacy and Numeracy continuums

Community of Schools Joint Professional learning days

Instructional Leader Professional learning

Introduction to Learning Progressions

Introduction to the Tamworth Writing Initiative

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

Training LMBR preparation and Budgeting

SASS Staff

Oliver Training

LMBR Finance

Child protection Update

Code of Conduct

PDP's for non teaching staff

Emergency care

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	108,753
Global funds	125,008
Tied funds	118,450
School & community sources	17,094
Interest	1,503
Trust receipts	3,033
Canteen	0
Total Receipts	265,088
Payments	
Teaching & learning	
Key Learning Areas	8,543
Excursions	13,730
Extracurricular dissections	6,951
Library	1,596
Training & Development	2,917
Tied Funds Payments	62,959
Short Term Relief	13,062
Administration & Office	26,332
Canteen Payments	0
Utilities	8,809
Maintenance	2,378
Trust Payments	3,304
Capital Programs	0
Total Payments	150,582
Balance carried forward	223,260

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	230,804
Appropriation	223,260
Sale of Goods and Services	404
Grants and Contributions	6,982
Gain and Loss	0
Other Revenue	0
Investment Income	158
Expenses	-74,110
Recurrent Expenses	-74,110
Employee Related	-40,321
Operating Expenses	-33,789
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	156,694
Balance Carried Forward	156,694

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	606,468
Base Per Capita	9,475
Base Location	13,922
Other Base	583,071
Equity Total	124,448
Equity Aboriginal	6,831
Equity Socio economic	79,988
Equity Language	0
Equity Disability	37,628
Targeted Total	0
Other Total	67,050
Grand Total	797,966

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

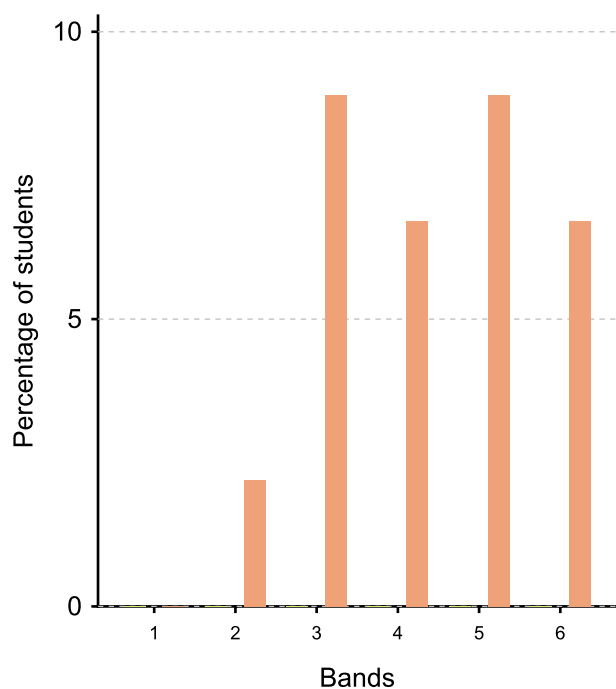
Year 3 Literacy

- In 2017 there are no Year 3 students below nation minimum standard in Writing, Spelling or Grammar and Punctuation.
- Half of students in Year 3 were in the top two bands in Grammar and Punctuation and Spelling
- 37.5% of Year 3 students were proficient in Reading and 37.5% were proficient in Writing

Year 5 Literacy

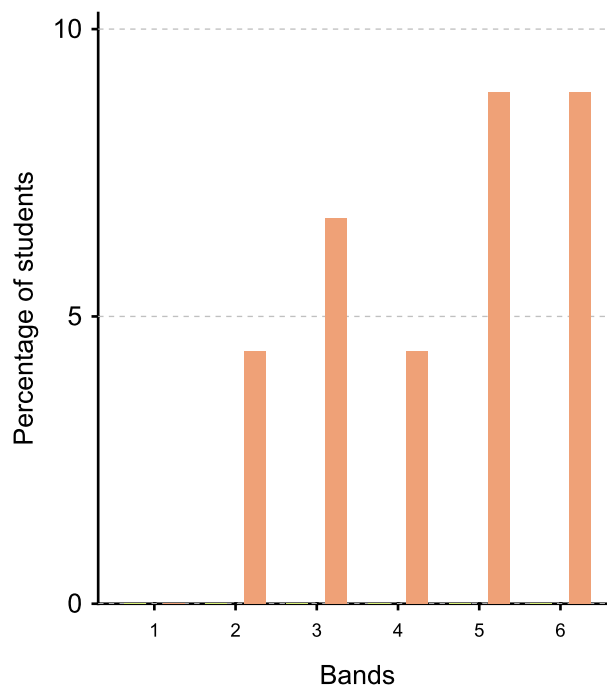
- There are no Year 5 students below national minimum standards in Reading or Grammar and Punctuation
- 2/3 of Year 5 students had greater than expected growth in Reading, Spelling and Grammar and Punctuation
- 50% of Year 5 students are in the top 2 bands in Spelling.

Percentage in bands:
Year 3 Grammar & Punctuation



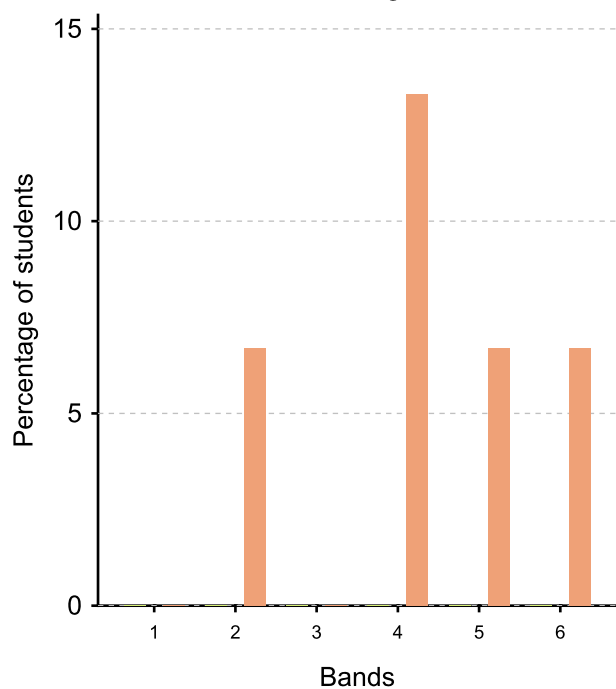
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



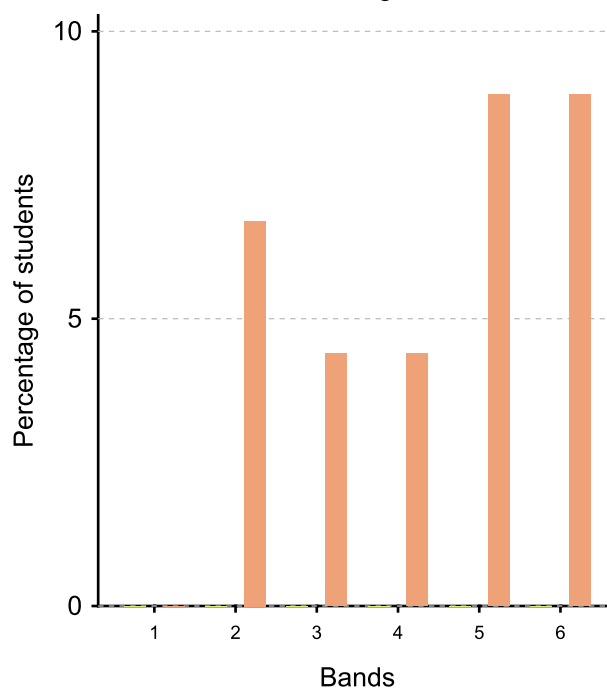
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



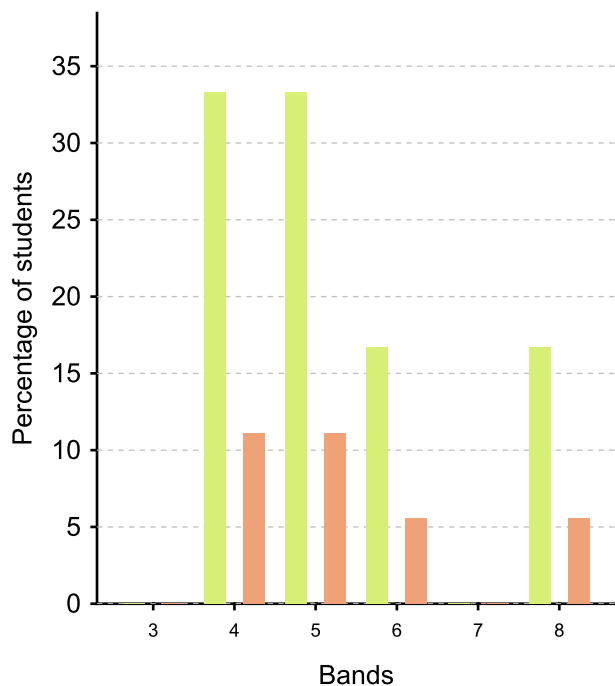
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

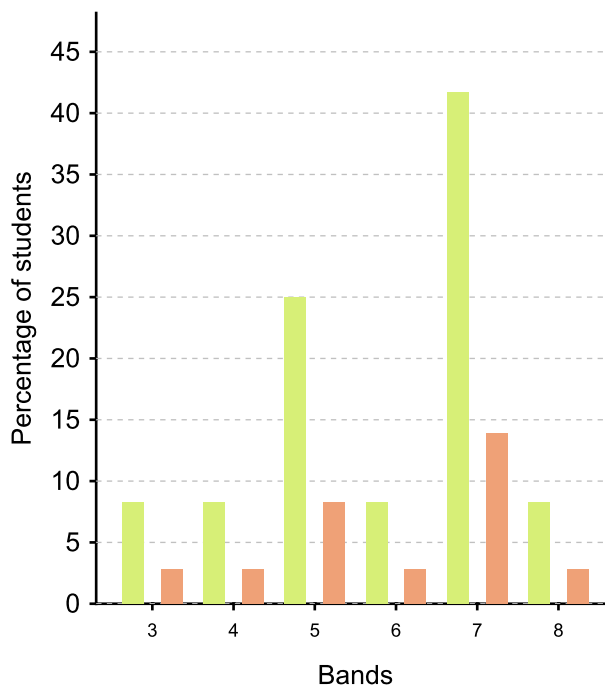


Percentage in Bands
School Average 2015-2017

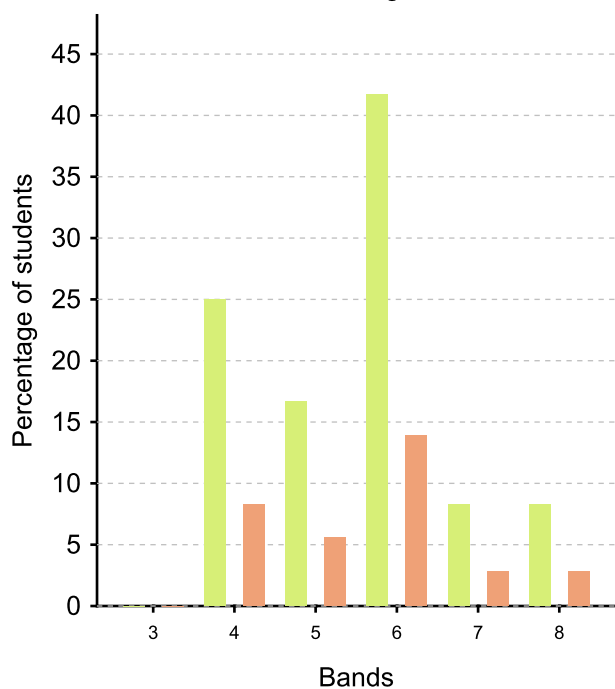
Percentage in bands:
Year 5 Grammar & Punctuation



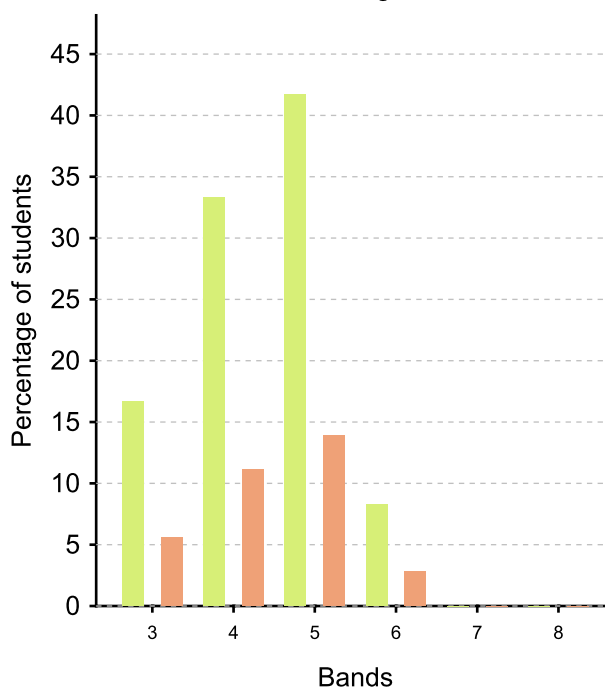
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Year 3 Numeracy

- There were no Year 3 students below national minimum standards

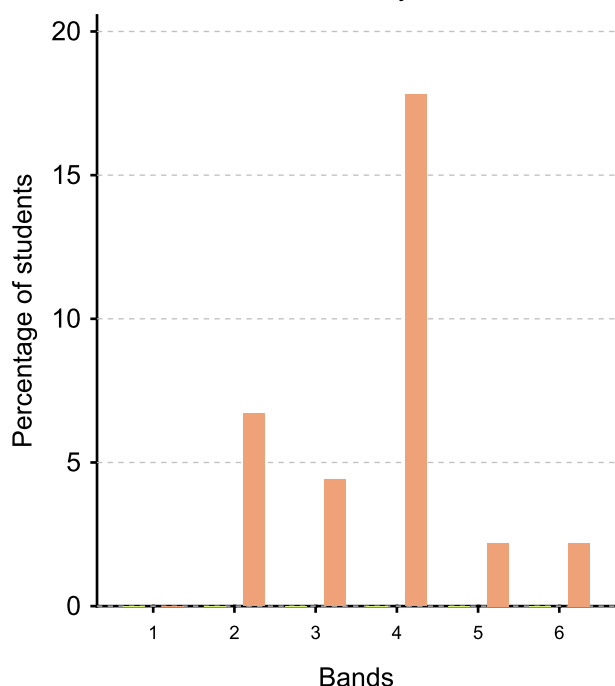
Year 5 Numeracy

- There were no Year 5 students below national minimum standards in Numeracy.
- 50% of Year 5 students experienced greater than

expected growth in Numeracy.

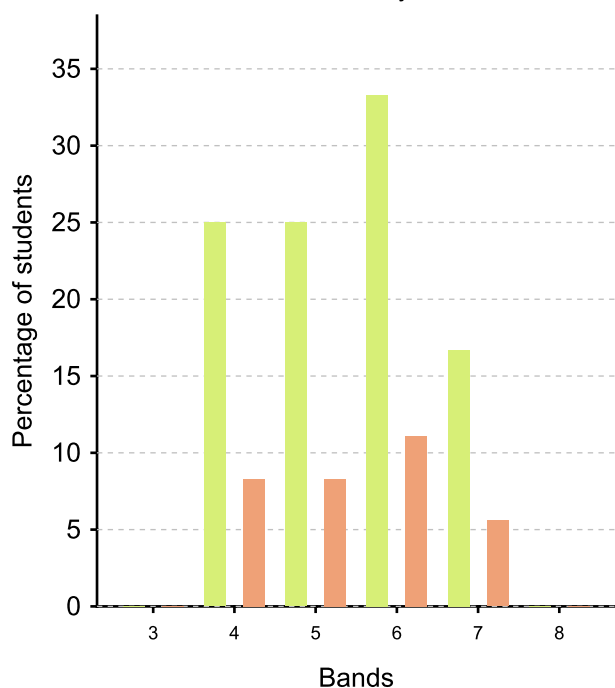
- 16% of Year 5 students are Proficient in Mathematics.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access

the school data.

In 2017 in accordance with the *Premier's Priorities: Improving education results*, Lawrence Public school achieved 37.5% Year 3 and 16% of Year 5 students in the top 2 bands in Reading and 50% of all students were in the top two bands for spelling and 12% of Year 3 and 16% of Year 5 students were in the top 2 bands for Numeracy. Our school's 2018 improvement measures aim for an *% increase in the number of students in the top 2 bands (meeting proficiency) in 2018.

Due to the small number of Aboriginal students in Year 3 and Year 5 the percentage of overall results are not reliable indicators of growth therefore progress on meeting *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands,. Specific results of can not be reported on as that may allow individual students to be identified.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, teachers and students about the school. In 2017 students and parents took part in the Tell Them From Me survey.

Results included:

- Parents feel welcomed into the school and informed about the educational experience and learning of their children.
- The school has high expectation of students and supports them in their learning
- Parents believe Lawrence public School is a safe place.
- Communication between the school and home is strong. Parents feel comfortable discussing a range of concerns and issues with staff.
- 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
- LPS is an attractive and well-resourced school. E.g. classrooms, library and grounds. .
- The students are the school's main concerns.

When asked what areas the school could improve its performance parents asked for more positive promotion of the school via the Facebook page, sign and Newspaper. They asked for futures learning to continue to be incorporated in classrooms, specifically around robotics.

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 the impact of culture on structure and building design as part of the History and Geography curriculum. They also examined differences in lifestyle, culture and customs in

Indonesia in comparison to Australia.

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 took part in the school's celebration of Harmony Day with a variety of activities to promote respect and celebrate diversity. Parents also joined the celebrations,

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.