

Lawson Public School Annual Report



2017



2381

Introduction

The Annual Report for **2017** 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.

Moira McNair

Principal (relieving)

School contact details

Lawson Public School

Adelaide Street

Lawson, 2783

www.lawson-p.schools.nsw.edu.au

lawson-p.School@det.nsw.edu.au

4759 1196

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 as well as transition programs for new Kindergarten students and 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 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, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On 05/09/2017 our school participated in external validation. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesised the annotated information provided in the body of evidence.

Our school represents over a century of endeavour by many, to contribute to the development of young pupils of the district. The buildings may have changed from the old wooden Kindergarten rooms to the more modern brick buildings established in 1990, however the community spirit which saw the establishment of golden elms, camphor laurels and pin oaks to transform the grounds into a beautiful haven for all, still exists today. The strong partnership of staff, students, parents and community members is very proud of its achievements. Improvement in student learning outcomes is supported by provision of a diverse range of programs and activities where each student is encouraged to attain his or her personal best.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

The results of this validation process indicated that in the School Excellence Framework domain of **Learning**, Lawson Public School is **delivering**. The school has a strong commitment to the building of educational aspiration and ongoing performance improvement across its community. Largely, our extensive involvement with The Quality English Teaching Assessment Schedule, Release from Face to Face teacher timetable, Maclit Growth data, Reading group data, and Learning Support Team data were set against the descriptors in the School Excellence Framework and allowed for a

balanced view of where we feel we are performing.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The results of this validation process indicated that in the School Excellence Framework domain of **Teaching**, Lawson Public School is **sustaining and growing**. The school has a strong commitment to building explicit systems for collaboration and feedback to sustain quality teaching practice. Performance and Development Plans, formal mentoring minutes, meeting minutes, Quality English Teaching Presentations, student referrals and Teacher Professional Learning on the referral process were set against the descriptors in the School Excellence Framework and allowed for a balanced view of where we feel we are performing.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The results of this validation process indicated that in the School Excellence Framework domain of **Leading**, Lawson Public School is **delivering**. The school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. The QTSS timetable, agenda items from the Staff Development Day (universal expectations, professional learning around ILPs, feedback from meetings with parents, The Aboriginal Education Management Plan) were set against the descriptors in the School Excellence Framework and allowed for a balanced view of where we feel we are performing.

Our self-assessment and the external validation 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

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

Staff have utilised PLAN to track the achievement levels of their students in all areas. Additional professional learning opportunities were provided by executive staff in team meetings and a data wall was created as a whole school reference point. Staff expertise was drawn upon for presentations at the Upper Blue Mountains Learning Conference. Additional professional development was provided to teachers around the Australian Professional Standards for Teachers. The Performance and Development Plans developed by the staff were aligned to the Professional Standards. professional observations, feedback and self-reflection became part of the way Lawson Public School works towards continual improvement.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| 100% of staff effectively use the Literacy and Numeracy continuums to plan, assess and track student progress and achievement. | Professional Learning Funding towards Release for executive to support teachers . 4 days = \$2000 Stage release – 8 teachers – \$8000 | Teachers have handed over relevant assessment data. There is a whole school data wall for reference. Each stage released to collaborate on planning around the English syllabus. |
| 100% staff are actively engaged with the Performance and Development Framework, using evidence to demonstrate progress towards professional goals. | QTSS funding utilised for observation and feedback time – 1 day a week – \$21 331 | Staff survey indicates a high level of satisfaction with regard to in-school Teacher Professional Learning. There are now electronic and hard copies of completed PDPs for all staff. |

Next Steps

- A focus on Quality Teaching with the development of an Instructional Leader model to drive improvement in Literacy and Numeracy teaching across the school.
- Maximising the capacity of all staff to collect, analyse robust data in relation to driving student learning.
- A focus on visible learning systems across the whole school.

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

The core values of Safe, Respectful and Responsible were taught across the school in all settings. The Learning and Support Team processes were revised and a focus on the development of Individual Education Plans was a professional learning focus. A three tiered intervention process was implemented for targeted students. Activities to foster student relationships with the wider parent and community included regular Captain and Sports Captain reports at assembly and the development of the Kitchen Garden Project.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| 100% of students demonstrate positive growth of 1 skill band from Year 3 to Year 5 in all external assessments | Additional support for teacher in relation to programming provided through afternoon Teacher Professional Learning sessions – \$0 | NAPLAN Positive growth over Years 3–5– Spelling 100% of students , Numeracy 100% of students, Reading 84% and Grammar and Punctuation 86%. |
| 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. | Additional Teacher support especially in the development of Literacy outcomes. Afternoon Teacher Professional Learning – \$0 | Classroom teaching programs are indicative of differentiated learning strategies and low level adjustments for students with additional learning needs. |

Next Steps

- Formative assessment to be embedded in all classrooms across the school.
- focus on students utilising visible learning strategies to achieve growth in their learning.
- maximise student engagement in learning with a focus on whole school assessment strategies and feedback to learners and carers.

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

Participation in and analysis of the Tell them From Me Survey provided the school with directions for improvement and growth. The Core Values from 'Bounce Back' worked towards embedding social resilience activities in all classrooms. Staff participated in White Ribbon training and Lawson Public School was involved in a local White Ribbon event.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---------------------------------|--|
| High levels of community connectedness, participation, satisfaction and trust in the school. | Gathered through digital tool. | Tell Them From Me data gathered. Data indicated areas of improvement as well as areas of need. |
| The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. | Casual release – 6 days –\$3000 | The school participated in the External Validation Process in 2017. Executive staff were released to source and annotate evidence for the external Validation Submission |

Next Steps

- Creation of a positive and productive workplace with Respect– Reflect– Reset promoted amongst staff.
- Proactive, positive and practical communication processes promoted with the school and with the community.
- Development of clear processes for communication of concerns, structures for planning and collaboration of ideas.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|-------------------------------|---|
| Aboriginal background loading | Annual allocation – \$12,152 | Parents engaged through "cuppa and a yarn" sessions. Teachers released to develop PLPs with students and parents. Aunty Jacinta Tobin come into the school for additional support to our families. An additional Student Learning Support Officer was employed to ensure equity of access to the curriculum for all Aboriginal and Torres Strait Islander students at Lawson Public School. |
| Low level adjustment for disability | Annual allocation – \$ 26,031 | Classroom teaching programs are indicative of adjustments being made for students with additional learning needs. A Student Learning Support Officer provides additional support for identified students. |
| Quality Teaching, Successful Students (QTSS) | Annual allocation – \$ 21,331 | Additional support has been provided to teachers in relation to developing professional practice. In class observation and feedback has been implemented as part of the Performance and Development Plan cycle for 100% of staff. |
| Socio-economic background | Annual allocation – \$26,031 | Funding used to ensure all students are able to access all additional curriculum activities. Additional in class support has been provided by a Student Learning Support Officer to ensure equity of access for all students. |
| Support for beginning teachers | \$0 | No Beginning Teacher Support in 2017. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 116 | 124 | 123 | 120 |
| Girls | 106 | 117 | 128 | 117 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 93.2 | 94.2 | 95.4 | 92.5 |
| 1 | 91.5 | 92 | 94.4 | 92.1 |
| 2 | 94.5 | 89.9 | 92.3 | 92.3 |
| 3 | 94.5 | 92.1 | 93.6 | 90.8 |
| 4 | 91.5 | 93.7 | 91.5 | 90.4 |
| 5 | 94.3 | 91.9 | 92.1 | 92.3 |
| 6 | 91 | 90.8 | 91.4 | 93 |
| All Years | 93 | 92.3 | 93 | 91.9 |
| 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

Student attendance is an area that Lawson Public School has identified as needing clear strategies, processes and practices. The staff monitor student absences through EBS central and student absence reports are generated for the Principal. Home School Liaison Officer support is sought for identified issues of non-attendance and parent meetings are held. Written or verbal explanation of absence are sought for each absence and these are recorded and filed. The newsletter is utilised as a way we communicate the importance of daily attendance and that parents are responsible for applying for extended leave.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 9.28 |
| Teacher of Reading Recovery | 0.42 |
| Learning & Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.6 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 5.42 |
| Other Positions | 0 |

*Full Time Equivalent

In 2017 there were no staff who identified as Aboriginal whilst employed at Lawson Public 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 | 100 |
| Postgraduate degree | 14.28 |

Professional learning and teacher accreditation

The Staff at Lawson Public School have proactively participated in the Performance and Development Plan process over 2017.

The staff have engaged in the following learning–

- Mandatory Training in Child Protection, Code of Conduct, CPR/Anaphylaxis Update
- STEM Conference – Sydney –3 day focus on Futures Learning
- NAPLAN On–Line Training
- Finance Planning Budgeting – BPC
- Upper Blue Mountains Learning Conference
- Community Engagement Workshop (Collective Impact)
- Communicating and Engaging with your Community

- Teaching with PLAN
- Teaching Strategies and Behaviour Support – Functional Behaviour Toolkit
- NSW K–6 Physical Activity and Health Conference
- Financial Planning Budgeting – eFPT
- Franklin Covey – Personal Effectiveness – 2 day workshop
- Behaviour Management – Online training
- Quality English Teaching Project –professional Development over two terms

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

Financial summary

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

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 219,839 |
| Revenue | 2,635,049 |
| Appropriation | 2,523,891 |
| Sale of Goods and Services | 1,260 |
| Grants and Contributions | 106,555 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 3,344 |
| Expenses | -2,732,205 |
| Recurrent Expenses | -2,732,205 |
| Employee Related | -2,476,879 |
| Operating Expenses | -255,326 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -97,156 |
| Balance Carried Forward | 122,683 |

Lawson Public School has fully transferred all financial management systems to the SAP/SALM processes.

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 | 1,684,883 |
| Base Per Capita | 40,331 |
| Base Location | 0 |
| Other Base | 1,644,552 |
| Equity Total | 140,528 |
| Equity Aboriginal | 12,152 |
| Equity Socio economic | 26,031 |
| Equity Language | 2,979 |
| Equity Disability | 99,366 |
| Targeted Total | 600,282 |
| Other Total | 68,978 |
| Grand Total | 2,494,670 |

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.

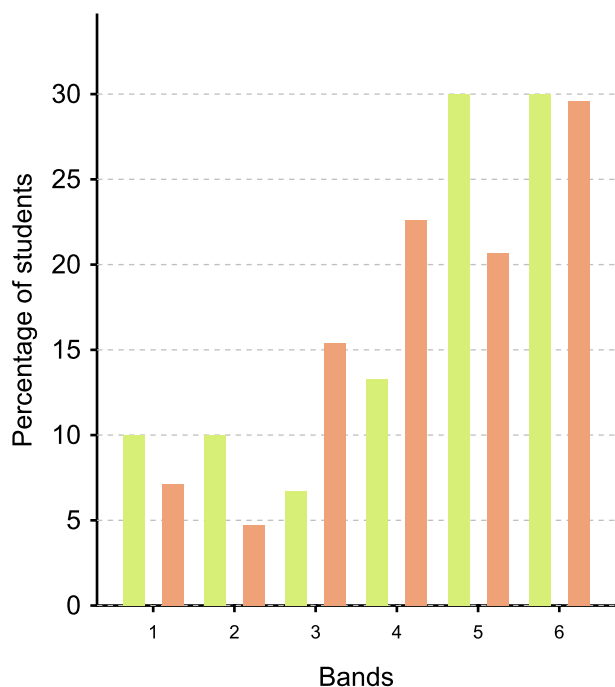
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

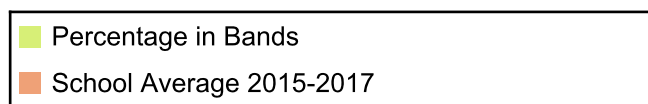
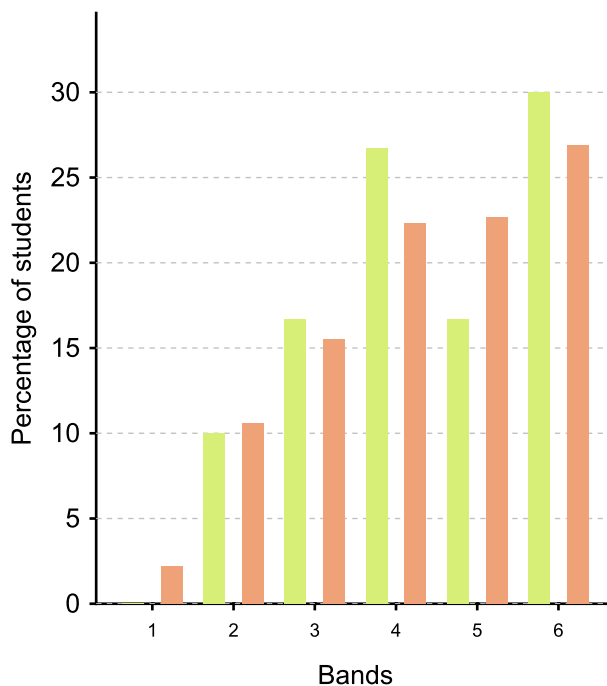
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Lawson Public School students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

Percentage in bands:
Year 3 Grammar & Punctuation



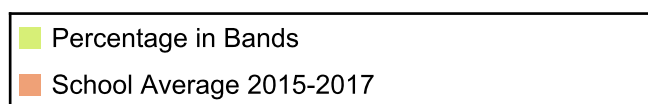
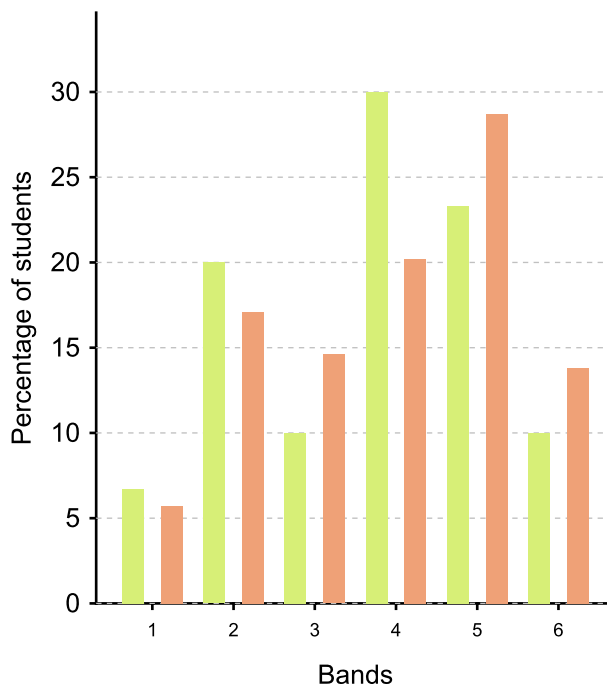
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|------|------|
| Percentage of students | 10.0 | 10.0 | 6.7 | 13.3 | 30.0 | 30.0 |
| School avg 2015-2017 | 7.1 | 4.7 | 15.4 | 22.6 | 20.7 | 29.6 |

Percentage in bands:
Year 3 Reading



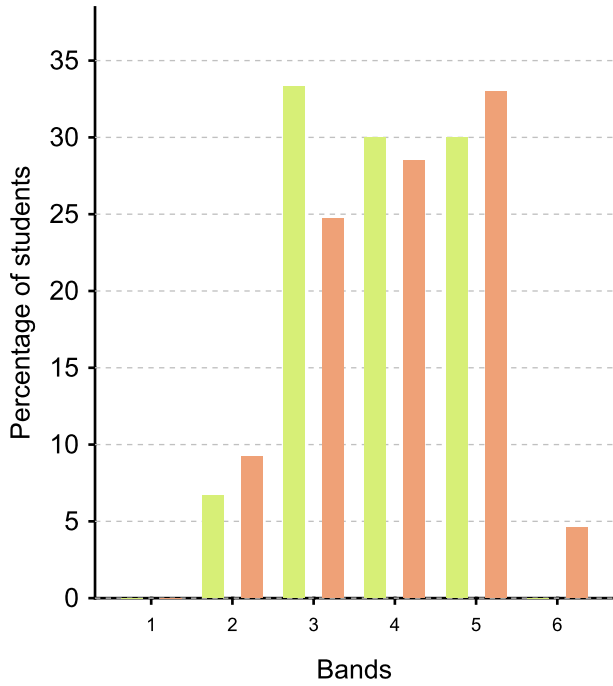
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 0.0 | 10.0 | 16.7 | 26.7 | 16.7 | 30.0 |
| School avg 2015-2017 | 2.2 | 10.6 | 15.5 | 22.3 | 22.7 | 26.9 |

Percentage in bands:
Year 3 Spelling



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 6.7 | 20.0 | 10.0 | 30.0 | 23.3 | 10.0 |
| School avg 2015-2017 | 5.7 | 17.1 | 14.6 | 20.2 | 28.7 | 13.8 |

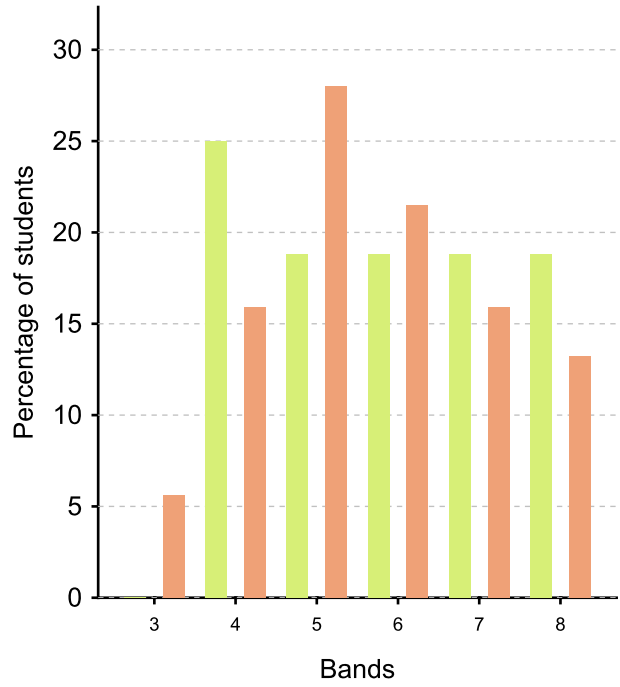
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|-----|
| Percentage of students | 0.0 | 6.7 | 33.3 | 30.0 | 30.0 | 0.0 |
| School avg 2015-2017 | 0.0 | 9.2 | 24.7 | 28.5 | 33.0 | 4.6 |

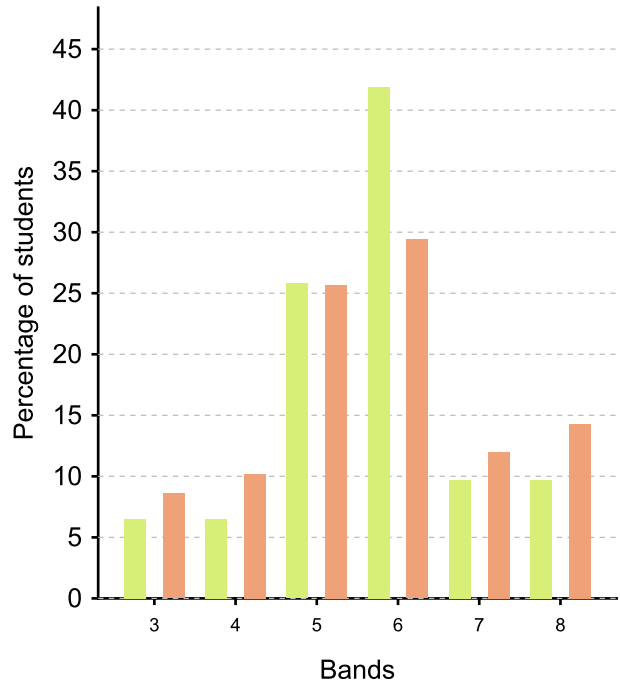
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 0.0 | 25.0 | 18.8 | 18.8 | 18.8 | 18.8 |
| School avg 2015-2017 | 5.6 | 15.9 | 28.0 | 21.5 | 15.9 | 13.2 |

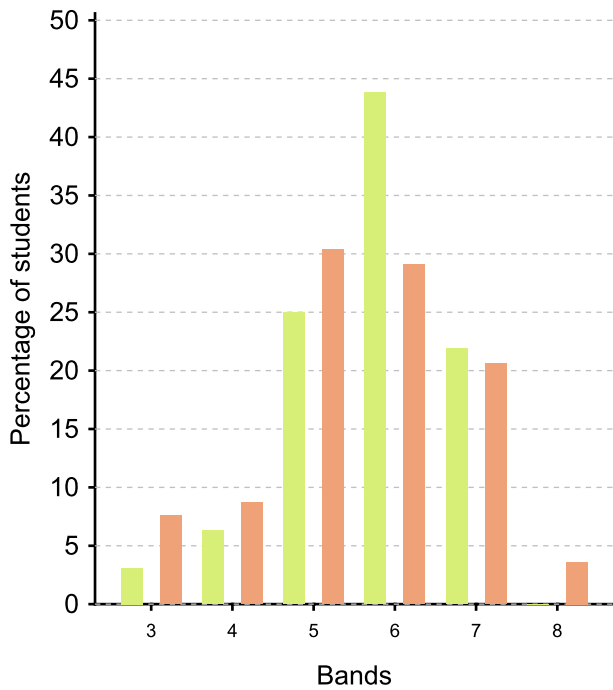
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 6.5 | 6.5 | 25.8 | 41.9 | 9.7 | 9.7 |
| School avg 2015-2017 | 8.6 | 10.2 | 25.7 | 29.4 | 12.0 | 14.3 |

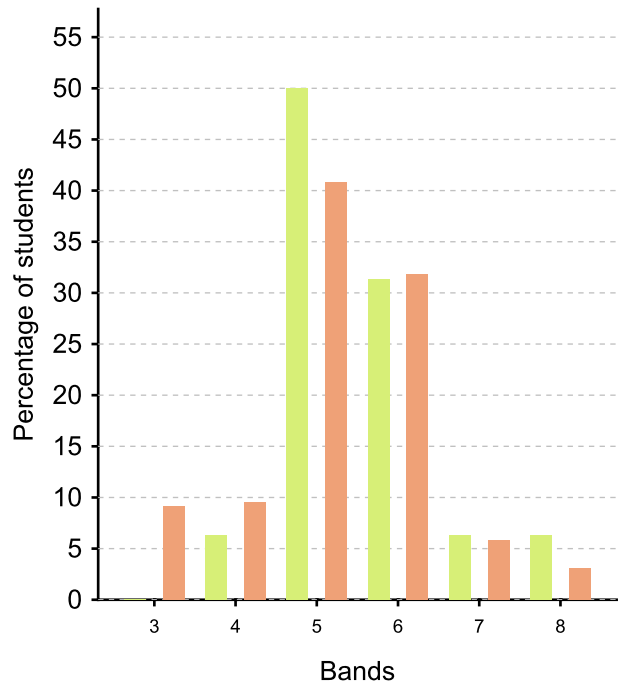
Percentage in bands:
Year 5 Spelling



| |
|--------------------------|
| Percentage in Bands |
| School Average 2015-2017 |

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|-----|
| Percentage of students | 3.1 | 6.3 | 25.0 | 43.8 | 21.9 | 0.0 |
| School avg 2015-2017 | 7.6 | 8.7 | 30.4 | 29.1 | 20.6 | 3.6 |

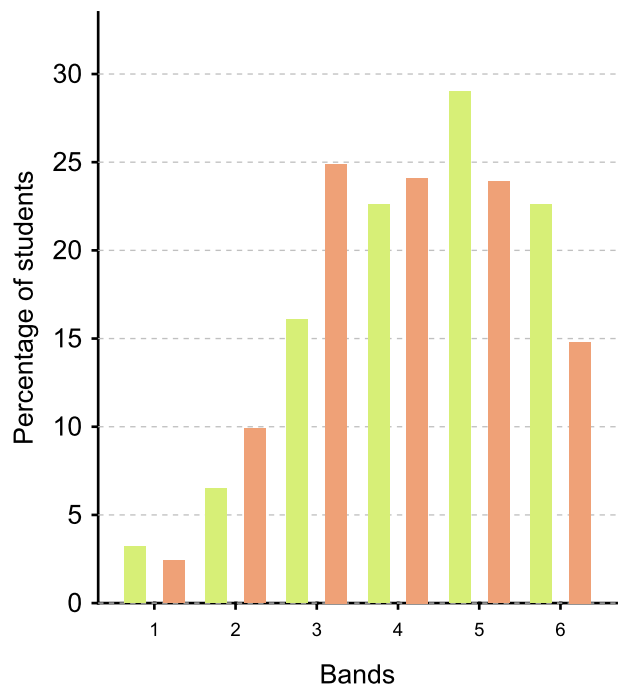
Percentage in bands:
Year 5 Writing



| |
|--------------------------|
| Percentage in Bands |
| School Average 2015-2017 |

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|-----|-----|
| Percentage of students | 0.0 | 6.3 | 50.0 | 31.3 | 6.3 | 6.3 |
| School avg 2015-2017 | 9.1 | 9.5 | 40.8 | 31.8 | 5.8 | 3.1 |

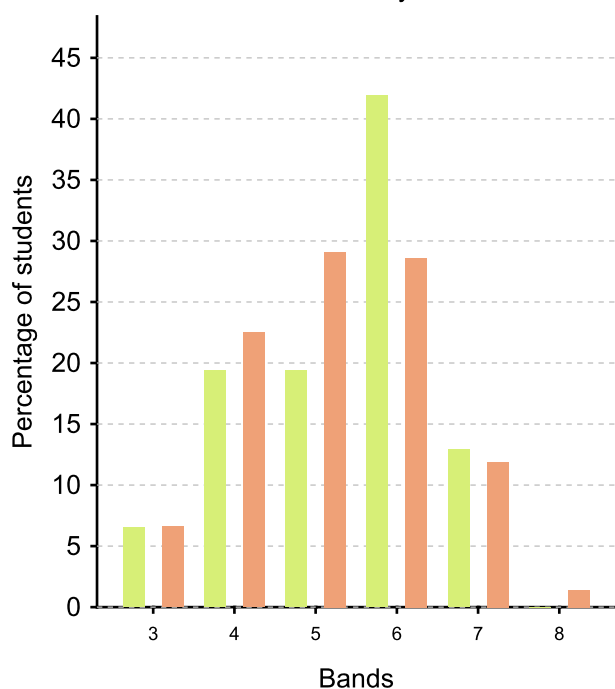
Percentage in bands:
Year 3 Numeracy



| |
|--------------------------|
| Percentage in Bands |
| School Average 2015-2017 |

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 3.2 | 6.5 | 16.1 | 22.6 | 29.0 | 22.6 |
| School avg 2015-2017 | 2.4 | 9.9 | 24.9 | 24.1 | 23.9 | 14.8 |

Percentage in bands:
Year 5 Numeracy



| |
|---|
| ■ Percentage in Bands |
| ■ School Average 2015-2017 |

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 6.5 | 19.4 | 19.4 | 41.9 | 12.9 | 0.0 |
| School avg 2015-2017 | 6.6 | 22.5 | 29.1 | 28.6 | 11.9 | 1.4 |

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.

The student cohort is too small for results to be reported in relation to additional state reporting requirements of our Aboriginal students.

Parent/caregiver, student, teacher satisfaction

2017 Data from the **Tell them From Me** project indicated the following ;

Lawson Public School parents responded positively that parents support learning at home.

Areas that were identified for improvement included – Parents feel welcome, Parents are informed, the school supports learning, the school supports positive behaviour, safety at school and the school is an

inclusive school.

Lawson Public School Staff responded to the eight drivers of student learning and the school mean was higher than the NSW Government mean in learning culture, data informs practice, inclusive school and parent involvement.

Staff identified the areas to work on included leadership, collaboration, teaching strategies and technology.

Students at Lawson Public School have indicated that they value schooling outcomes (84%), students try hard to succeed in their learning (86%). students have friends at school they trust (79%).

Areas identified by students for improvement include motivation in learning and developing positive homework behaviours.

Policy requirements

Aboriginal education

In 2017 Lawson Public School continued to work on our Totem project through establishing a bush garden, a research project and a totem handover ceremony. We aimed to increase community engagement through school events including a partnership with MOCS to run a bush tucker afternoon. We hosted an AECG meeting. We saw an increased parent attendance from 2 in 2016 to 8 in 2017. We engaged with AECG members six times over the year. Our Personalised Learning Plan meetings were well attended as were our NAIDOC, Sorry Day and Reconciliation Week events. We formed partnerships with Katoomba High School and engaged with Birriban learning Space. One of the highlights of our year was the introduction of "Aboriginal Leadership" award at Presentation Day.

Stormie– Lee Poulton – Aboriginal Education Coordinator

Multicultural and anti-racism education

Through our established learning sequences teaching staff ensure multicultural and anti-racism education is embedded in their teaching programs. Harmony Day is our main celebration of the diversity of culture in our community and parents and community members are invited to celebrate with our students.

Students are engaged in the study of diverse cultures through our History and Geography programs and we ensure that multicultural perspectives are explored. Through these activities an understanding and appreciation of cultural heritage is developed in our students.