

Lawrence Public School

Annual Report



2018



2379

Introduction

The Annual Report for **2018** 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

In 2018 Lawrence Public School celebrated it's Sesquicentennial, 150 years of education. We had the opportunity to learn about the history that has shaped our fabulous school, examining artefacts, listening to stories from past students and their families and investigating photographs from through the years. We also enjoyed sharing the exciting learning that is happening in our school now with the community, along with our future directions, especially with the exciting technology and robotics we have been integrating into our learning.

We under went external evaluation in 2018, a huge process for the staff, but also an opportunity to examine our strengths against the Quality Teaching Framework and areas we can continue to improve, to allow us to provide an even better learning environment for our students.

As with every year the I need to thank an amazing staff, committed to improving, so that they provide the best education possible for Lawrence Public School students. A special thank you to Mr Cooper, who took on the Relieving Principal role in my absence while I recovered from surgery over the second half of the year.

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 2018 the school has an enrolment of 65 students from Kindergarten to Year 6. It operates with 3 classes. As a result classes will not be stage based, but operate across multi-stage cohorts.

Our families and community members, including the Parents and Citizens' Association enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school.

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. In 2017 we joined the Early Action For Success project and have a 0.4 Deputy Principal Instructional Leader working to improve literacy and numeracy.

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 is a member of the Clarence Community of Small Schools, and also works cooperatively with the Lower Clarence Schools network.

The school attracts equity funding to support the needs of students based on Socio-economic background, Aboriginal Background and Low level adjustment for disability.

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.

The results of this process indicated that LPS is Delivering in 5 areas of the Self Evaluation Framework: Wellbeing, Reporting, Student Performance Measures, Data Skills and Use, and Management Practises and Processes. LPS is Sustaining and Growing the remaining areas of Learning Culture, Assessment, Effective Classroom Practice., Professional standards, Leading and Development, Educational Leadership, School Planning Implementation and reporting and School Resources.

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

Excellence in Learning

Purpose

Develop a school culture that is strongly focussed on learning, supported by whole school well being processes that allow students to connect, succeed, thrive and learn. Students are engaged, self directed and resilient learners with foundation skills in literacy and numeracy.

Overall summary of progress

Student mental health, and helping student ensure they have a mindset that allows them the opportunity to learn has been a focus on 2018. Teachers have improved their understanding of how to support students welfare needs by ensuring they have a thorough understanding of the Student Well-being Framework and attending online training by Dr Michael Carr-Gregg focused on supporting student mental health in the classroom. We have investigated different programs to implement within the school to support student well-being including "Kids Matter".

Individual Learning Plans have been developed for all students with specific learning needs in a collaboration between parents, teachers, students and specific support staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Welfare Policy and Well-being Practices evident throughout school..	\$1200 Equity	Partially achieved. Welfare Practices evident in classrooms.
Student survey data shows increase in student engagement and well being	Nil	Partially Achieved. Increase in Stage 3 engagement data.
Documented growth in Literacy and Numeracy for students receiving targeted interventions.	.6 DP Instructional Leader \$4000– SLSO \$35000– Support teacher (Low Soci-economic)	Partially achieved. All students in K–2 demonstrated growth in Literacy outcomes through targeted interventions.

Next Steps

In 2019 the school will undertake a review of the tracking procedures for student welfare to ensure good understanding of the areas of student need and improve the communication with parents so that we are working together to support students.

Evidence based Peer support programs will support be implemented throughout the school. This will involve teacher training, and development of a best fit model for our school, that will work along side the Leader in Me program already being implemented.

Staff will also undertake training in mindfulness and the school will engage in a trial of daily mindfulness for students.



Strategic Direction 2

Excellence in Teaching

Purpose

To build the capacity of teachers so that they have a sound understanding of student assessment and data concepts to inform teaching. They identify, understand, and implement the most effective teaching programs and practices, focussed on continuous improvement and innovation.

Overall summary of progress

The deputy Principal Instructional Leader has worked with K–3 teachers in the classroom, and during specifically timetabled mentoring sessions to support them in the teaching of Literacy and Numeracy outcomes. Progress has included:

- Learning Progressions have been adopted by all staff to assess and track students on specific targeted progressions for literacy and numeracy. Teachers have shared understanding of what these progressions look like and evidence that demonstrates achievement.
- All teachers in K–3 and support teachers are L3 trained and integrating L3 strategies in the classroom. Teachers have developed shared programming proforma to help record strategies in their programs.
- Professional learning has also targeted the use of PLAN 2 software to track student progress against the progressions.

Stage 2 and 3 teachers have been completing training that focuses on Consistent Teacher judgement of outcomes in Writing. This has included collecting writing samples, marking student work using predetermined criterion, then comparing teacher assessments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrate growth as evidenced by continued progress against the Literacy and Numeracy Learning Progressions relevant to expected timeframe.	.04 Deputy Principal Instructional leader \$12000– Additional release time for ES1 and SI teacher L3 Training– \$4000	Partially achieved Targeted Progressions as following EAFS schedule observed and recorded K–6
NAPLAN reading and numeracy results show an increase of 8% in the number of students in the top 2 bands and a 30% increase in the number of ATSI students achieving in the top 2 bands.	\$4000 SLISO 0.4 Deputy Principal Instructional Leader \$10000 Support teacher	Partially achieved 50% of students in the top 2 bands in Reading and 40% in Numeracy in Year 5. Achieved– All Aboriginal students who sat NAPLAN in 2018 performed in the top 2 bands in Numeracy and Reading
All teaching programs show use of assessment guided planning and informed pedagogy.	.6 Deputy Principal Instructional leader \$4000 Professional learning	Partially achieved. – Teachers utilising teaching and Learning Cycle to plan lessons with focus on EAFS targeted area of the learning progressions

Next Steps

Additional learning progressions to be adopted, assessed and tracked by staff K–6. Deputy Principal Instructional Leader to continue to support staff

.New staff to be trained in L3.

Students beginning to articulate learning goals against progressions.

Additional texts to be purchased to support Literacy programs. Quality texts in K–3, Novel studies in Years 4–6.

Integration of Ten into 2–3 classroom.



Strategic Direction 3

Excellence in Leading

Purpose

To develop a self improving school culture with a shared sense of responsibility for student engagement, learning development and success through effective instructional leadership, systematic planning and evaluation, and strategic resource management.

Overall summary of progress

Class sets of robotics equipment was purchased, including spheros, microbots, EV3's Bloxels and drones along with the infrastructure to support their use. A Technology block was scheduled on the school timetable. Teachers specialised in a type of equipment and researched was to utilise it in their classroom to teach future focused lessons. They then experimented with its use in the classroom and shared their findings, ideas and lessons learned with their colleagues during staff meetings. Teachers also observed lessons in each others classrooms and provided support as others learned to use the hardware.

Science and Technology, History and Geography lessons are being taught in stage based classrooms. This has allowed teachers to create more engaging lessons that are focused on specific stages, as they have complete the second year in the two year cycle of implementation of the new geography syllabus. The stage specialisation has meant teachers can incorporate higher order tasks and target learning to specific needs..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student survey data shows increased engagement due to flexible learning environments and technology use.	\$20000– .0.2 additional teacher– equity	Partially achieved.
Future focussed pedagogies evident in teaching programs.	\$20000 robotics–equity \$4000 additional .02 teacher \$4000 Professional learning 3D Printer– Grant	Partially achieved. Teachers Science and Technology program includes robotics and coding.
School wide system in place to support regular teacher mentoring, coaching and collaboration.	\$2000– demonstration lessons and team teaching	Partially achieved. Teachers mentoring each as part of staff meetings. Need to build additional structures.

Next Steps

In 2019 we will add to the schools computer hardware by purchasing a class set of laptops to allow the use of google classroom to be integrated across learning areas in the Stage 3 classroom. Additional iPads will also be purchased to allow wider use of Apps and to allow robotics lessons to be conducted with smaller groups.

Teachers will continue to share, mentor and coach each other on the use of technology. A school wide structure will be developed to allow observations and team teaching to support teacher learning and sharing of pedagogy when teaching future focused lessons..



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$36000	Individual Learning Plans were developed for all students identified in NCCD collection. Interventions to support curriculum acquisition in small group and one on one support occurred.
Socio-economic background	\$40000– Staff– Stage based learning \$21697 Robotics and iPads \$752– L3 Table and stools \$35000– Staff– Literacy and Numeracy interventions \$13775– Professional learning and Mentoring, Literacy and Numeracy \$3240– Literacy texts \$12000– Staff transition \$1040– Excursions	Targeted Geography, History, Science and CAPA in stage based lessons Introduction of Technology session across school, with stage based learning and integration of robotics and coding into Technology curriculum Transition to school implemented from term 2 to support the transition process from preschool to school Implementation of L3 and TEN in ES1 and Stage 1 classrooms– improved outcomes across literacy and numeracy progressions. Access to Excursions and Incursions and specialist programs for all students regardless of Socio economic background.



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	34	30	37	36
Girls	37	32	32	32

Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.6	94.2	92.9	90
1	92.9	91	92.6	89.3
2	96.4	95.9	94.6	93.1
3	93.9	94.4	93.7	94.2
4	95.1	92.9	96.8	92.8
5	96	91.6	93.1	90.1
6	96.2	93.4	93.7	92.8
All Years	94.5	93.4	93.8	91.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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:

- Implementatiuon 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	19
2_3_4	24
4_5_6	24

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.51
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*Full Time Equivalent

The Australian Regulation 2014 requires schools to report on Aboriginal composition of their workforce. The staff at Lawrence Public School shares a variety of backgrounds, however at present there are no Aboriginal employees.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Throughout 2018 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 to align with the school plan.

All teachers at Lawrence Public School are accredited as proficient.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	156,694
Revenue	999,900
Appropriation	950,453
Sale of Goods and Services	2,899
Grants and Contributions	44,687
Gain and Loss	0
Other Revenue	0
Investment Income	1,861
Expenses	-1,022,770
Recurrent Expenses	-1,022,770
Employee Related	-885,624
Operating Expenses	-137,146
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-22,871
Balance Carried Forward	133,823

Our school's financial management processes and governance structures meet financial policy requirements. The finance committee consists of the Principal and School Administration Manager. The P&C consult on major projects and where appropriate offer financial assistance to support the school.

In 2018 Major projects included

- A joint project with P&C to provide shade of play equipment and replace the basketball court fencing.
- Purchasing of robotics and iPads to enhance stem programs
- The sesquicentennial celebrations, including a commemorative mural.

In 2019 major projects will include the upgrade of school signage to improve communication, replacement of school bell systems and increasing computer hardware including additional laptop computers and iPads.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	637,722
Base Per Capita	13,342
Base Location	15,278
Other Base	609,102
Equity Total	139,727
Equity Aboriginal	9,508
Equity Socio economic	99,505
Equity Language	646
Equity Disability	30,068
Targeted Total	26,216
Other Total	75,903
Grand Total	879,569

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Literacy

- In 2018 80% of students were above national minimum standard in Writing, Reading, Spelling or Grammar and Punctuation.

- 40% of Year 3 students were in top band for reading.
- 100% of Aboriginal students were proficient in Reading, Writing, Grammar and Punctuation.

Year 5 Literacy

- All students were above national minimum standard in Spelling, Writing and Grammar and Punctuation.
- 60% of Year 5 students had at or greater than expected growth in Spelling 70% in Reading.
- 80% of Year 5 students had at or greater than expected growth in Grammar and Punctuation.
- 90% of Year 5 students had at or greater than expected growth in Writing.
- Year 5 students had a higher averaged scaled growth than the state in all NAPLAN areas, and a higher at or above expected growth rate than the state in all examined areas.



Year 3 Numeracy

44% of students met proficiency in Year 3 Numeracy

Year 5 Numeracy

All students were above national minimum standard and 1/3 of students were at or above proficiency in Year 5 Numeracy

80% of Year 5 students had at or greater than expected growth in Numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Lawrence Public School exceeded the Premiers Priority target of increasing the number of students in the top two bands for Reading and Numeracy with 47% of students in Year 3 and 5 in the top two bands in Reading and Numeracy in NAPLAN

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, teachers and students about the school. In 2018 students and parents took part in the Tell Them From Me survey. Parents were also asked to offer their views during verbal surveys at school events and functions

Results included:

- Parents feel the school offers excellent additional opportunities for students and valued the schools major excursion and opportunity to participate in a musical production.
- Parents feel the school is well resourced, especially in technology and robotics, although would like to see additional access to computers and iPads in the K–3 classrooms
- 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 able to let the school know their concerns and feel they will be acted upon.
- Parents and students feel teachers care about the students and look after their welfare
- LPS is an attractive and well-resourced school. E.g. classrooms, library and grounds. .
- The students are the school's main concerns.
- All stakeholders feel connected to the school.

Parents and Students commented on the positive connections build through the Sesquicentennial celebrations.

Future directions

We will continue to improve upon all aspects of our relationship

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.

p 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. The school will budget to update the school sign and webpage to improve communication. Improved access to technology in the early years is another area for improvement

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 judgements 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.

As part of the sesquicentennial celebration Stage 3 students interviewed Indigenous community members to gain their perspective on the history of the school and to hear stories of previous generations.

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.

We will regularly attend AECG meetings for the Lower Clarence

Teachers will undergo Connecting to Country events and the Principal will attend the Aboriginal conference.

literacy material for reading activities.



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 took part in the Asian Connex project with the University of New England. This involved taking part in 8 video conference opportunities where students interacted with peers in South Korea. Students presented a series of researched presentations on Australian life during each connection, and watched presentations created by the South Korean students on their country and culture.

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