

# Lawson Public School Annual Report



2381

## Introduction

The Annual Report for **2018** 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

### School contact details

Lawson Public School

Adelaide Street

Lawson, 2783

[www.lawson-p.schools.nsw.edu.au](http://www.lawson-p.schools.nsw.edu.au)

[lawson-p.school@det.nsw.edu.au](mailto:lawson-p.school@det.nsw.edu.au)

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### Message from the Principal

2018 has been a fantastic year at Lawson Public School.

Collegially we have worked towards a consolidation of the Performance and Development plans for staff– we have worked hard towards further development of staff expertise in the area of mathematics this year. Our introduction of the AP instructional Leader role has seen all staff involved in professional development, individual observations and feedback to improve teaching practices ,programming and engaging learning especially in mathematics. I am proud of the way all staff have proactively involved themselves in professional dialogue and taken onboard the evidence based processes that improve learning in our classrooms. It has been a pleasure to see all staff build on their expertise and I believe you are very lucky to have such committed and enthusiastic professionals teaching you children. The extraordinary talent of Phil Hollins has seen this program blossom. I thank Phil for his tireless efforts to work towards ongoing improvements and wish him all the best in his future. I thank the P @ C for their strong support to develop access to hands–on learning materials and would like to share that every stage now has a strong resource base to teach fundamental mathematical skills.

Some of our staff have taken a step beyond their classrooms to provide opportunities for our students. In Dance Mrs Way and Mrs Gasparre combined with parent volunteer Tanya prepared our students for the wonderful Nepean Dance Festival and the Upper Blue Mountains Dance Festival. Mrs Gillett worked our senior choir to perform at the Upper Blue Mountains Choral Festival as well as performance at the Memory day, whole school singing day and Aboriginal elders day ceremonies. Mrs Percival has coordinated the Green Team activities and made a wonderful impact to our school environment. I would also like to acknowledge the behind the scenes work Ms Hacking has done in relation to ensuring our IT systems across the school have functioned soundly. The work Ms Poulton has done with our Bigewong team and across the school in developing Aboriginal education has been recognised as a shining example of what should happen in schools everywhere.

We are truly blessed to have teachers who go above and beyond for our children.

Together we have built stronger communication between staff, principal, parents and students. This is a developing area however the staff have continued to recognise that a strong and honest partnership with parents is one of the key strategies for success in our students. Our combination of all stages in the mid year parent interviews resulted in a huge turn out of parents and great communication for our staff. For this I thanks our whole learning community. This year our Assistant Principal Hayley Cross who has taken on the responsibility of Learning and Support Coordinator has developed strong processes around the Individual education Plans and all students and staff have involved parents in this communication. Hayley has built strong plans for improvement in this area and has been able to provide additional support for our students who need it the most .

In the area of improving our efforts in building our community relationships. We have crystallised some key expectations

in relation to the access of external providers to supporting our students. Rotary Mid Mountains have taken over from MOCS the running of the Friday breakfast club and we are currently looking at additional community support to work with our children in relation to a gardening program. We have celebrated some wonderful whole school community events and believe that the mutual respect and understandings built up this year in relation to the how , when ,where and why our community can be involved has led to positive interactions – which can only benefit our children.

Our Capability classes have seen a considerable amount of positive change and for this I acknowledge the dedication and hard work of Carolyn Armstrong. We have benefited from the support from the P @ C in relation to classroom resources and thank you for that. Now our previously known Support Unit are truly a place where capabilities are known and catered for. This is a place of learning and I am proud that together we have been able to continue the process of improvement in these classes. The Department of Education has supported our efforts by providing carpet in our new atrium and activity areas and these have been accessed and appreciated by our students and staff. It is extraordinary to see. As Principal, the marked differences in this area and I thank all parents, students and staff for working so proactively towards these improvements.

Some other fantastic things you should know about. Ms Percival has worked tirelessly towards accreditation this year and achieved outstanding accreditation results. Mr Baltessh has enjoyed a wonderful time teaching technology. Mrs Keily, Mrs Horne and Mrs Kennedy have been outstanding in providing consistency for their classes. Our SLSO team of Kath, Ms Katrina, Tobi , Cheryl ,Bernadette and Colin have been outstanding in their care of our lovely students. Our General Assistants Neil, Ian and Fletcher have done a magnificent job in maintaining and improving our grounds and I take my hat off to their efforts. Our learning spaces look fantastic and these gentlemen take a huge amount of pride in ensuring the children have a safe and lovey place to be.

Our Care and Community team are amazing. They keep our school running and are always there to answer calls, pop on a band aid, or file and copy. I would like to praise them for their happy and positive attitudes especially when the administrative load gets heavy. Mrs Fitzpatrick is phenomenal and well flanked by Mrs Alexander and Mrs Jones. It has been both a pleasure to work with this team this year.

It has been a privilege to stand in for Mr Jacobson this year. I have had one of my happiest years working with the Lawson community, staff and beautiful children.

You are lucky to live near, and attend such a wonderful school. An admirable choice.

Well done,

I am proud to have been your Principal for 2018

Moira

## School background

### School vision statement

Lawson Public School is a learning community committed to providing quality education through excellence in teaching, engagement in learning and strong partnership with our community. We work together as a whole school to ensure our students achieve their full potential.

### School context

Lawson Public School comprises 8 mainstream classes and 3 classes in the support unit. The school has an enrolment of 218 students. Our committed staff provide evidence-based quality learning experiences designed to cater for each student's individual needs. The students come from a range of backgrounds and we strive to connect and partner with each family to ensure the educational goals of each child is a priority. We have a strong Positive Behaviour for Learning culture within the school which fosters safe, respectful and responsible learners. The staff focus on continual improvement in teaching practice with evidence-based professional practice at the core of all professional development. School and community partnerships are fostered through our proactive P & C, Community Assemblies and events and teacher/parents ongoing communication. The school belongs to both the Upper Blue Mountains and Mid Mountains Learning Communities and participates in combined professional learning and projects, transition programs for Kindergarten students, as well as Year Six students who are preparing for High School.

## 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.

#### Learning

Over 2018 Lawson Public School staff and community have worked hard towards improvements in the domain of Learning. A significant process introduced mid-year was LAMP – Lateness Attendance Monitoring Plan. Staff engaged in personalised attendance monitoring and participated in strong practices to support strong attendance patterns for targeted students. Our Learning and support processes involved 100% parental involvement in building the individualised learning and support plans for students identified with additional needs. By careful planning the needs of all students are explicitly addressed in teaching and learning programs. High level professional development and support from our Assistant Principal Instructional Leader has resulted in evidence based teaching practices and a high expectations framework implemented in teaching programs and practice. The use of learning success criteria has students developing their capacity to articulate their learning and understand what they need to learn next to enable continuous improvement.

#### Teaching

Over 2018 the improvements in the Teaching domain have been through a collaborative coaching model led by our Assistant Principal Instructional Leader. Professional development has seen explicit teaching being now the main practice used in the school. Teachers regularly use student progress and achievement data to inform lesson planning. Resourcing has targeted the curriculum area of mathematics with executive reviewing student progress and achievement to inform decision making in relation to this program. Through authentic use of the Performance and Development plan process all staff demonstrate personal responsibility for maintaining and developing their professional standards. Teacher attainment of their professional goals is strongly supported through the school's professional learning plans. One teacher attained accreditation at proficient this year. Scheduled team meeting and feedback sessions individualised by the Assistant Principal Instructional Leader used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. Over 2018 our school identified expertise within its staff and developed formal practices to further develop our professional learning community. Areas for development in teacher expertise were identified and addressed. Teachers were supported to trial innovative or evidence based, future-focused practices.

#### Leadership

In the domain of Leadership the executive ensures that implementation of syllabuses and associated assessment and

reporting processes Department of Education requirements, forming a sound basis for student learning. There is a developing culture of high expectations and a clear focus on collective teacher efficacy. Additional support processes have been implemented to assist teachers with identified areas for development. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. In the development of the 2018–2020 school plan the staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. Our school facilities are used by by the local community which benefits our students. The strong work done by our Care and Community Team effectively support our school operations and teaching and learning. A positive staff culture has been built this year with respectful supportive practices resulting in a proactive and productive workplace. Our measurement of school community satisfactions indicated a high level of support for the staff and school

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

#### Purpose

Develop a learning community with all teachers implementing evidence-based professional practices to support all students reach their full potential.

#### Overall summary of progress

The development of a learning community with staff implementing evidence-based professional practices has been developed through strong support from our Assistant Principal Instructional Leader. Capacity has been developed in relation to programming and planning for needs-based activities. All staff have been engaged in developing knowledge of strategies and developing collaboratively structures for planning which has changed teaching practices in-line with current research of what works best. Staff have developed over three terms an openness to the positives of professional collaboration. Whole staff involvement in the observation feedback cycle facilitated by the Assistant Principal Instructional Leader increased opportunities for staff to reflect on their professional practices and collaboratively develop programs suited to their current cohort of learners.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers using data to identify student achievement and planning teaching and learning activities.	QTSS funding TPL Funding	<ul style="list-style-type: none"> <li>– all staff engaged in TPL on Data Driven Instruction practices.</li> <li>–All staff engaged in 'Maths Building Blocks for Numeracy' TPL, with a focus on using the continuums and the Progressions to identify student achievement and plan teaching and learning activities.</li> <li>–3 staff members attended TPL on using PLAN2 and the Progressions, which was shared with all staff over three weeks at TPL meetings.</li> </ul>
Whole school programmed and sequenced Literacy and Numeracy Blocks as evidenced in teaching programs	QTSS funding	<ul style="list-style-type: none"> <li>–100% of teaching staff engaging in the 'Quality Maths Block' TPL, facilitated by the Assistant Principal Instructional Leader.</li> <li>–100% of staff implementing whole school programmed and sequenced Literacy and Numeracy Blocks, as evidenced in teaching and learning programs for English and Mathematics.</li> </ul>
PDP progress evidenced through authentic observation and feedback cycle. Teacher use of Professional journal for professional reflection.	QTSS funding	<ul style="list-style-type: none"> <li>–100% of teaching staff engaging in the APIL Observation and Feedback process, facilitated by the Assistant Principal Instructional Leader.</li> <li>–All staff receiving regular, specific feedback and support in developing their practice against the Professional Teaching Standards.</li> <li>–An average 20% improvement in the number of Professional Teaching Standards being implemented in teaching staff during observations.</li> <li>–Over 90% of staff indicated in a staff survey that they felt that the APIL program was either effective or highly effective in improving their professional practice.</li> </ul>



## Next Steps

Continuing to implement and refine the PDP / APIL support program could support new and continuing staff in developing their professional practice, evidenced through the authentic observation and feedback cycle. Incorporating the consistent use of a professional journal for professional reflection could assist staff in tracking their professional growth across the year as they work closely with the APIL. This can further support the consolidation of the universal implementation of the 'Quality English Block' and the 'Quality Maths Block'. Further TPL and collaborative planning around the use of the Progressions for Learning can help to improve teachers' use of data to identify student learning needs.

## Strategic Direction 2

### Quality Learning

#### Purpose

Maximise students engagement in learning and success with a focus on whole school assessment and feedback to learners and carers.

#### Overall summary of progress

Strong teacher involvement in the processes of teaching numeracy has seen school wide improvements in relation to programming, planning and delivery. The introduction of explicit learning criteria and learning intentions as well as reflective learning journals ensures staff and students both actively participate in feedback processes to promote meaningful reflections on learning. The process of involving parents in the formation of individualised learning plans saw 100% involvement in 2018. This was coordinated by the Learning and Support coordinator and involved all staff. The review process was also a positive way to provide feedback to the parents in relation to their child's areas of growth.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students in the top two NAPLAN bands by eight per cent.	QTSS funding	<ul style="list-style-type: none"><li>–An increase of 16% in the proportion of Year 5 students in the top two NAPLAN bands for Numeracy.</li><li>–An increase of 23% in the proportion of Year 5 students in the top two NAPLAN bands for Reading.</li><li>–An increase of 8% in the proportion of Year 5 students in the top two NAPLAN bands for Writing.</li></ul>
All students articulate Learning Intentions and Success criteria	QTSS funding	<ul style="list-style-type: none"><li>–100% of teaching staff engaging in the 'Maths Building Blocks for Number' TPL, facilitated by the Assistant Principal Instructional Leader.</li><li>–100% of teaching staff engaging in the 'Quality Maths Block' TPL, facilitated by the Assistant Principal Instructional Leader.</li><li>–100% of teaching and learning programs for English and Mathematics incorporating explicit Visible Learning intentions for students.</li><li>–100% of teaching and learning programs for Mathematics incorporating student reflective journal time.</li></ul>

#### Next Steps

To build on this progress, the Assistant Principal Instructional Leader (APIL) can work to consolidate the integrity of the universal implementation of the 'Quality English Block' and the 'Quality Maths Block', particularly with collaborative programming and use of visible Learning Intentions and success criteria for students. Further TPL and collaborative planning around the use of the Progressions for Learning will be an important next step. The APIL can also work to support staff who are new and/or requiring support to identify and meet the needs of students within the QEB and QMB framework, using success criteria and differentiated programming and teaching.



## Strategic Direction 3

### Quality Community

#### Purpose

Develop a culture of proactive communication and support within our whole learning community.

#### Overall summary of progress

A strong focus on improving communication between all stakeholders has led to a culture of positive and proactive communication and support developing within our learning community. A focus on providing staff with clear communication protocols as well as processes for clarity around school events resulted in staff reporting a 36% improvement in communication. The Care and Community team focused their efforts on ensuring written and digital communications provided clear and concise information for parents and caregivers. A well received term calendar was one way the school increased engagement with, and attendance at, whole school events.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Communication processes meet the needs of the school community.	School Support Allocation Principal support \$11668	Additional School Administration Officer was employed to work on the additional areas of communication developed in 2018. These included targeted Facebook postings for school events and the implementation of the new Website format.  Additional processes to formalise note schedules and a school term calendar were positives of our focus on communication between home and school.
Increase in attendance at school events compared to 2018 baseline data.	nil	Large events such as the Easter Hat parade and Grandparents day ceremonies were well attended. Individual fortnightly assembly attendance was high for early stage one and stage one classes. Large attendance at Badge ceremony.

#### Next Steps

Further ways to develop a culture of proactive communication and support within our whole learning community may involve a formalised program to train parent helpers for classroom involvement. Developing further opportunities for external community group support might be a positive way to further benefit our students. Further development of a whole school wellbeing framework to ensure a continuing focus on developing a positive culture of respect and responsibility across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$12 152	Additional Student Learning Support Officer was employed to assist some of our aboriginal students achieve literacy outcomes at stage level. Reconciliation week engagement activities involved whole the school community and wider mountains areas. A Totem garden was finalised with a local aboriginal artist involving all the students at the school.
<b>English language proficiency</b>	\$9 772	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.
<b>Low level adjustment for disability</b>	\$25 544	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.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$48 204	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.
<b>Socio-economic background</b>	\$21 495	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

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	124	123	120	102
Girls	117	128	117	104

Demographic trends indicate that student enrolments are beginning to level out. Historically, Lawson had taken a large number of students from outside the enrolment zone.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	95.4	92.5	94.2
1	92	94.4	92.1	93.1
2	89.9	92.3	92.3	93.3
3	92.1	93.6	90.8	93.2
4	93.7	91.5	90.4	89.8
5	91.9	92.1	92.3	92.8
6	90.8	91.4	93	88.9
All Years	92.3	93	91.9	92.1
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

Student attendance at school is an area that Lawson Public School has identified as needing clear strategies, processes and practices. The staff monitor student absences through LAMP the Lateness Attendance Monitoring Program. 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 .

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	8.49
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	5.42

\*Full Time Equivalent

In 2018 there were no staff who identified as Aboriginal or Torres Strait Islander 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

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

Additional professional learning included

Mandatory Child Protection Training 2018, Employee Performance and Conduct – one day workshop

Recording using PLAN2 – using PLAN2 to monitor student progress., Numeracy – using the NSW Mathematics K–10 syllabus and the National Numeracy Learning Progression, Literacy – using the NSW English K–10 syllabus and the National Literacy Learning Progression, CESE Publications: Effective Reading Instruction in the Early Years of School, The Management of Actual or Potential Aggression

Foundation Course – Macquarie Park Operational Directorate, Journaling Q&A, SAP Reports for Principals/Executive and SASS, eFPT Systems Staff Planning – Primary, Enterprise Financial Planning – Primary, Thinking While Moving in Maths, Part 1 Disability Standards for Education (Lessons 1–3): NSW DoE, Blue Mountains/Hawkesbury/Penrith Learning and Support Teacher Network Meeting, Blue Mountains Executive Network (Term 2, 2018) Using Data With Confidence In Education., Personalised Learning and Support Signposting Tool: PLASST, Planning and Programming with the new Science Syllabus, GROWTH Coaching Leadership workshops.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	122,683
<b>Revenue</b>	2,634,166
Appropriation	2,532,473
Sale of Goods and Services	4,290
Grants and Contributions	94,746
Gain and Loss	0
Other Revenue	0
Investment Income	2,657
<b>Expenses</b>	-2,474,041
Recurrent Expenses	-2,474,041
Employee Related	-2,295,063
Operating Expenses	-178,978
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	160,125
<b>Balance Carried Forward</b>	282,808

Lawson Public School has fully transferred all financial management systems to the SAP/SALM processes. The Principal and School Administration Manager alongside the executive team ensure financial management processes and governance structures meet financial policy requirements

- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)

- intended use of funds available>

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,638,536
Base Per Capita	48,656
Base Location	0
Other Base	1,589,881
<b>Equity Total</b>	141,285
Equity Aboriginal	11,595
Equity Socio economic	21,495
Equity Language	9,772
Equity Disability	98,423
<b>Targeted Total</b>	567,345
<b>Other Total</b>	96,660
<b>Grand Total</b>	2,443,826

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.

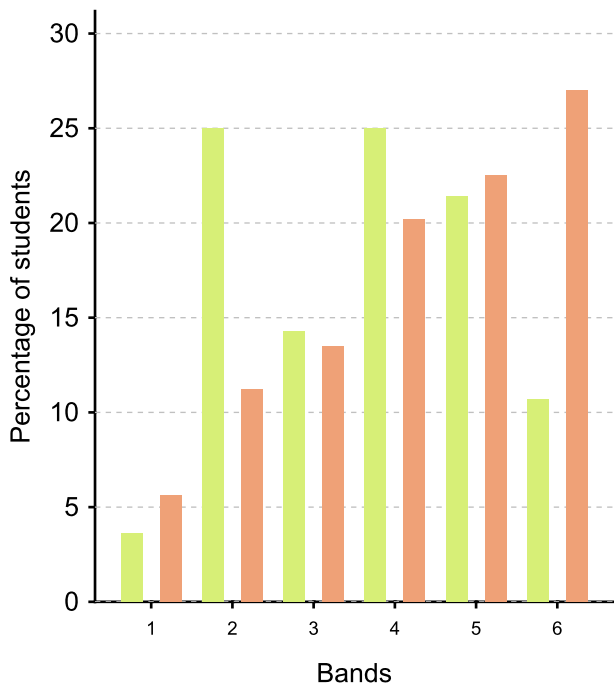
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

Lawson Public School Literacy performance in NAPLAN is tabled below. Results from our Year Three and Year Five students are given in Reading, Writing Spelling and Punctuation and Grammar.

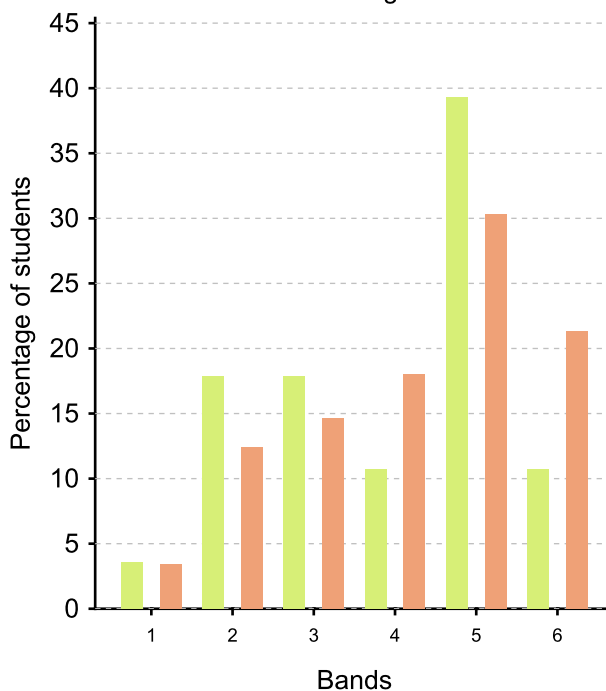
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.6	25.0	14.3	25.0	21.4	10.7
School avg 2016-2018	5.6	11.2	13.5	20.2	22.5	27

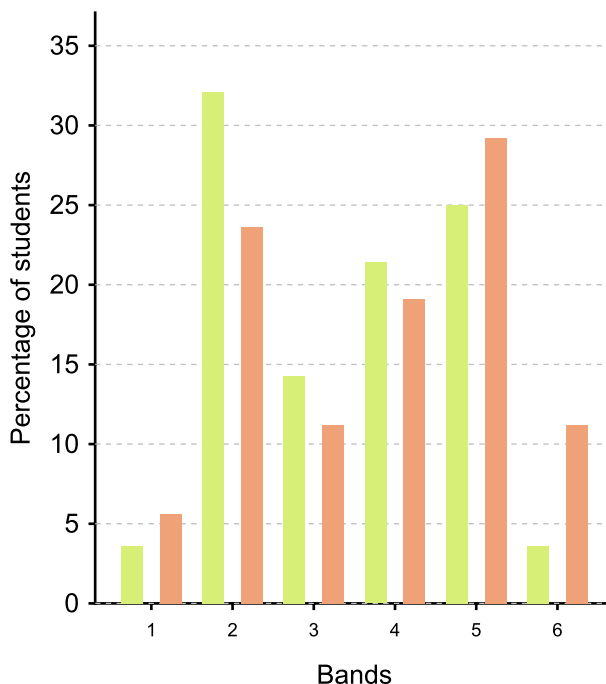
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.6	17.9	17.9	10.7	39.3	10.7
School avg 2016-2018	3.4	12.4	14.6	18	30.3	21.3

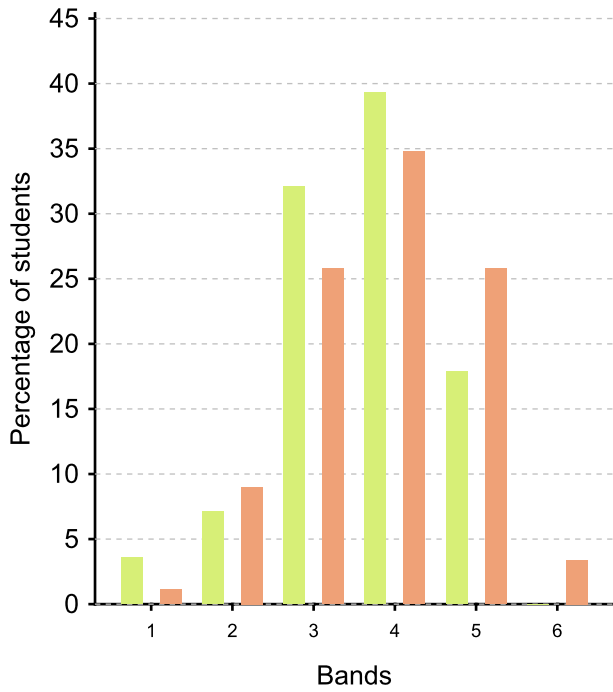
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.6	32.1	14.3	21.4	25.0	3.6
School avg 2016-2018	5.6	23.6	11.2	19.1	29.2	11.2

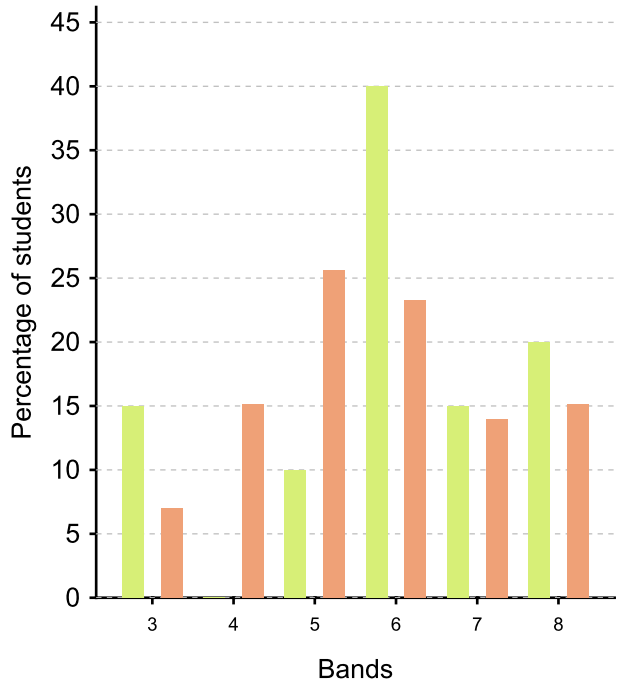
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.6	7.1	32.1	39.3	17.9	0.0
School avg 2016-2018	1.1	9	25.8	34.8	25.8	3.4

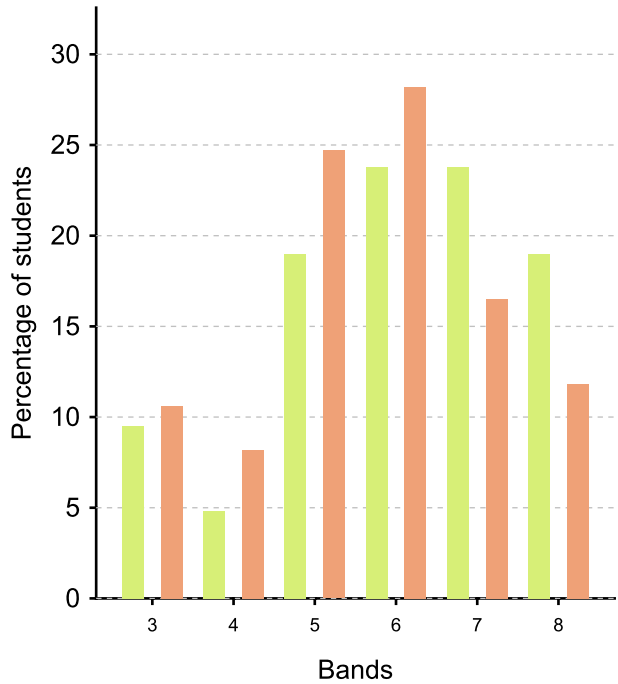
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	15.0	0.0	10.0	40.0	15.0	20.0
School avg 2016-2018	7	15.1	25.6	23.3	14	15.1

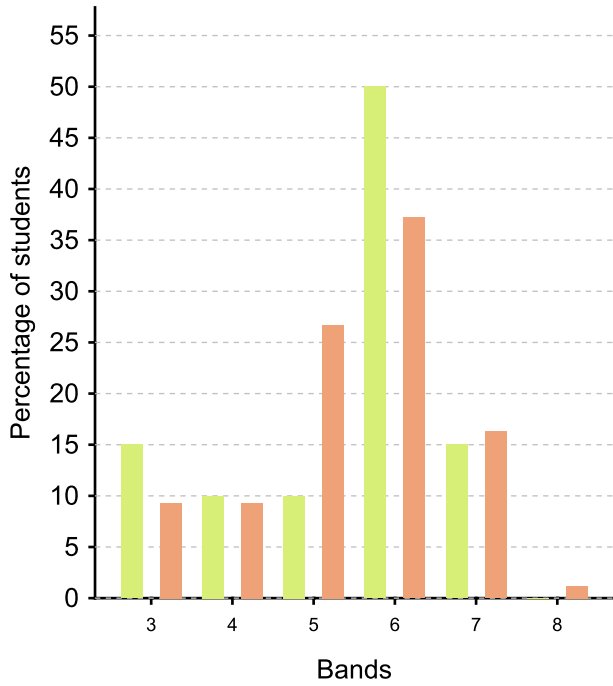
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	9.5	4.8	19.0	23.8	23.8	19.0
School avg 2016-2018	10.6	8.2	24.7	28.2	16.5	11.8

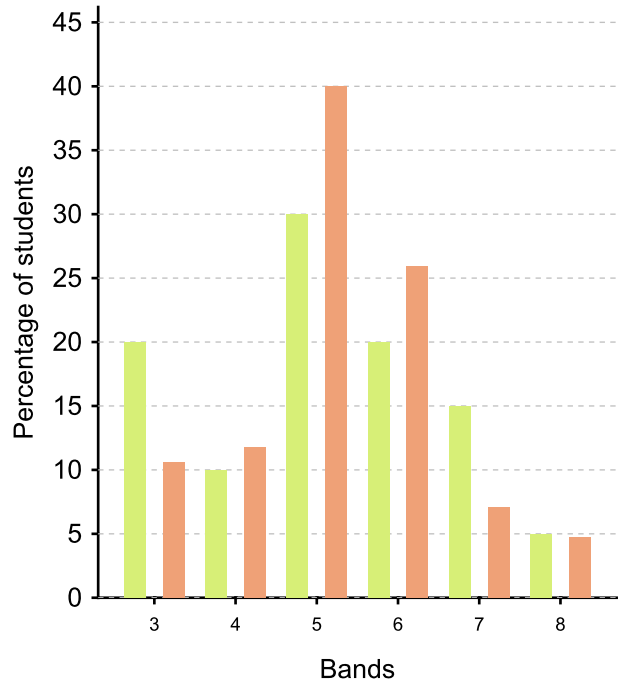
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	15.0	10.0	10.0	50.0	15.0	0.0
School avg 2016-2018	9.3	9.3	26.7	37.2	16.3	1.2

**Percentage in bands:**  
Year 5 Writing



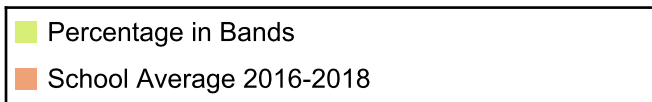
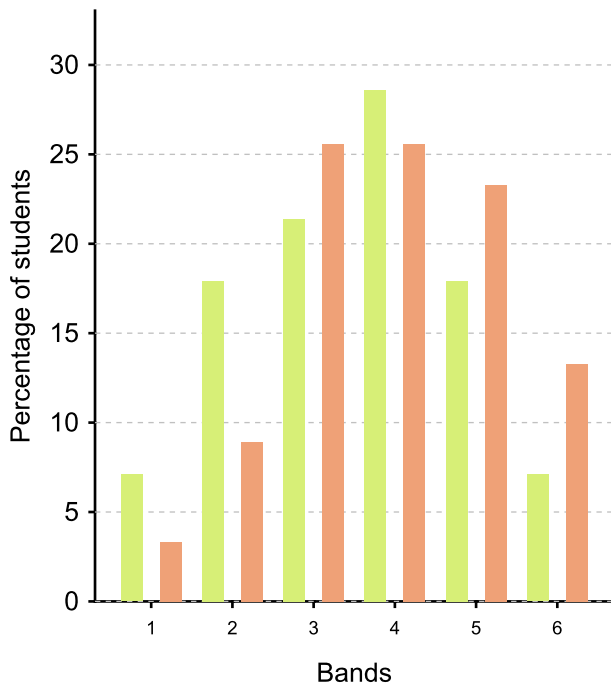
Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	20.0	10.0	30.0	20.0	15.0	5.0
School avg 2016-2018	10.6	11.8	40.0	25.9	7.1	4.7

Lawson Public School Literacy performance in NAPLAN is tabled below. Results from our Year Three and Year Five students are given in Numeracy.

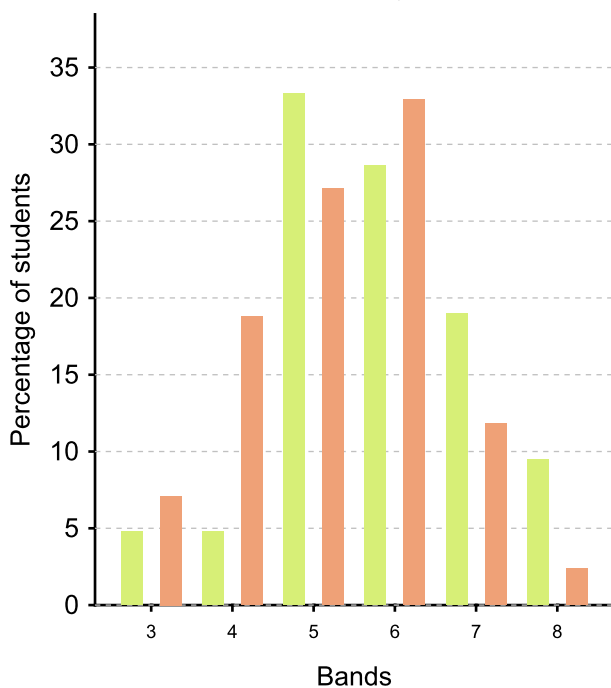


**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	7.1	17.9	21.4	28.6	17.9	7.1
School avg 2016-2018	3.3	8.9	25.6	25.6	23.3	13.3

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.8	4.8	33.3	28.6	19.0	9.5
School avg 2016-2018	7.1	18.8	27.1	32.9	11.8	2.4

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

Parents responded to our annual community survey with strong support for the sense of community at Lawson Public School. The commitment of staff to the students as well as positive activities such as the fun run and better communication processes. Continued positive leadership was a goal expressed for 2019 alongside continuing the tradition of strong staff to support students. Additional areas for improvement included an increase in excursion opportunities, additions to the play environments and consistency in staffing.

Staff were surveyed over two semesters and reported an increase in positive professional culture and support. Gains in the areas of improved communication between staff, students and parents was indicated in staff responses. Additionally staff reported strong improvements in the professional support provided by executive to improve teaching practice.

## Policy requirements

### Aboriginal education

Throughout 2018 the Aboriginal Education team has worked on building up positive partnerships with staff, community and students. We ran a community BBQ and workshops during Reconciliation week spending \$443. During NAIDOC week we hosted an assembly and workshops to deepen our knowledge around Aboriginal culture and more specifically Darug and Gundungurran culture. We ran art workshops with our local community further developing the Totem Garden. We spent \$800 on this. To help launch our additional totem and foster Lawson's connection to country we designed and created two glass totems for our hand over ceremonies costing \$200. Lawson has successfully continued to create a sense of belonging for our students and share knowledge with the wider community.

### 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.