

Lawrence Public School

2019 Annual Report



2379

Introduction

The Annual Report for 2019 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.

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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 2019 the school has an enrolment of 62 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

School Welfare Policy and Well-being Practices evident throughout school..

Student survey data shows increase in student engagement and well being

Documented growth in Literacy and Numeracy for students receiving targeted interventions.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to well-being in which students, staff and community can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
The welfare system tracking data was reviewed and evaluated. Inconsistency in teacher action when inappropriate student behaviour occurred led to a school wide tracking system being developed and implemented. Clear guidelines were established to determine what action should be taken to manage specific student behaviours. Student surveys highlighted a clearer understanding of school expectations and consequences for inappropriate behaviour. Tracking data demonstrated a reduction in the number of incidents in Term 4 and No Stage 3 students being placed on a level, a reduction of 25%. Increased tracking information was utilised to provided data to establish interventions with key stakeholders including parents school counsellor and welfare consultants. Evidennce of the tracking system is in every classroom with all students and staff able to articulate expectations and procedures.	Casual relief-\$400 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$0.00)

Process 2: Develop quality teaching and learning environments which support improved student outcomes in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Professional learning was undertaken with the Instructional Leader to focus on the use of quality texts in supporting student reading development. Additional quality texts were purchased and lessons developed to utilise in ES1 and Stage 1 classrooms. Quality novels and units were also developed to support teaching of reading in Stage 2 and 3. Survey data indicated increased student engagement and all students meeting their learning goal targets.	Professional learning and casual relief \$6000 Quality texts and Novels \$5000 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$11000.00)

Process 3: Successfully identify and support students with specific needs to achieve improved learning outcomes.

Evaluation	Funds Expended (Resources)
Teacher support provided in all classrooms to support literacy and numeracy programs. All students demonstrated growth in outcomes targeted by support teacher.	Additonal teacher Support in all classrooms funded through QTSS, School flexible funding and Funding Sources:

Progress towards achieving improvement measures

Professional learning to support teachers to build individualised strategies into programs.

- Socio-economic background (\$32000.00)
- Quality Teaching, Successful Students (QTSS) (\$11000.00)

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.

Improvement Measures

All students demonstrate growth as evidenced by continued progress against the Literacy and Numeracy Learning Progressions relevant to expected timeframe.

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.

All teaching programs show use of assessment guided planning and informed pedagogy.

Progress towards achieving improvement measures

Process 1: Staff work collaboratively with the community of small schools to improve student outcomes in writing and increase teacher capacity to deliver quality teaching programs.

Evaluation	Funds Expended (Resources)
Limited progress was achieved in this Process. Staff were able to collaborate with COS through different planned activities including combined Staff Development Days, compliance training and through network opportunities to team teach and provide demonstration lessons with the support of the Instructional Leader. The L3 training completed by ES1 teacher also allowed opportunities to collaborate across the local network.	L3 training Combined T3 Staff Development Day Compliance training Casual relief to allow demonstration lessons

Process 2: Data Driven Teaching

Teaching programs use assessment data to determine areas of need and drive differentiated learning to improve student Literacy and Numeracy learning outcomes across school.

Evaluation	Funds Expended (Resources)
All teachers underwent further training in utilising PLAN 2 and SCOUT to assess and track student learning needs for use in planning and programming. A scope and sequence of assessment tasks across Maths and English and new protocols around record keeping and analysis of tasks was put in place.	\$1000 Casual relief, storage boxes, folders for assessment system Professional Learning on using PLAN 2 and SCOUT ES1 and S1 Professional Learning with Instructional Leader. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$11000.00)

Process 3: Review and implement explicit literacy and Numeracy strategies in every classroom.

Evaluation	Funds Expended (Resources)
New ES1 teacher underwent L3 training to continue explicit teaching of literacy outcomes utilising evidenced pedagogy.	Professional learning in L3 and casual relief

Progress towards achieving improvement measures

Instructional Leader worked in classrooms and with teaching staff to ensure programs and teaching practices focussed on the identified needs and utilised explicit teaching strategies.

Funding Sources:

- Socio-economic background (\$22000.00)

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.

Improvement Measures

Student survey data shows increased engagement due to flexible learning environments and technology use.

Future focussed pedagogies evident in teaching programs.

School wide system in place to support regular teacher mentoring, coaching and collaboration.

Progress towards achieving improvement measures

Process 1: Develop a whole school approach to future focused learning and technology.

Evaluation	Funds Expended (Resources)
Increased access to technology in the 4–6 classroom with the purchase of additional laptops allowing one to one access..	20 Laptop Computers
Continuation of technology lessons across school utilising robotics.	Professional learning including casual relief
Teacher surveys indicate increase in confidence nad capacity to teach robotics. k–6 Teacher programs include seperate robotics lessons linked to syllabus with sequenced skill acquisition.4–6 Teacher utilising Google classroom, Google Docs and other future focused programs to teach literacy and numeracy.	Funding Sources: <ul style="list-style-type: none">• Socio–economic background (\$20000.00)
Increased engagement in lessons that include technology reflected in surveys of parents and students	

Process 2: Engage all staff in personalised professional learning through a range of strategies focusing on feedback, self–reflection and evaluation.

Evaluation	Funds Expended (Resources)
Staff are committed to improving their practice by engaging in meaningful and authentic professional learning which has impact on their practice and student progress. Staff fully engaged in the PDP process setting professional goals, sharing best practice ideas and skills, classroom observations, team teaching and demonstration lessons and collaborative planning.	Professional learning and Casual relief
	Funding Sources: <ul style="list-style-type: none">• Socio–economic background (\$32000.00)

Process 3: Develop flexible learning spaces that are future focussed and allow oportunities for shared instruction and leadership.

Evaluation	Funds Expended (Resources)
4–6 classroom environment evaluated and reorganised to encourage cooperative learning and use of future focussed online teaching platforms.	Furniture– repurposed exisitng furniture
	Wobbly stools
	Jellybean tables

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$10000 School funding—casual relief for ILP meetings and additional support through SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$8 327.00) 	<p>Individual Learning Plans established for Aboriginal students focussed on academic, social and behavioural learning needs. All students met learning goals.</p> <p>Additional support for identified students was provided with learning support staff</p> <p>Students participated in cultural days, combining with other local schools,</p> <p>Aboriginal perspectives were delivered across key learning areas</p> <p>Consulted with AECG about school and local area programs</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$9 246.00) 	<p>Individual learning Plans that were developed for all students identified in NCCD collection on a Semesterly basis had strong support from all key stakeholders. The consultation process included parents, welfare officers, school counsellors and teachers to ensure strong development, implementation and evaluation of plans. Evaluation of plans demonstrated growth of all students towards learning goals that were set.</p> <p>.</p>
Quality Teaching, Successful Students (QTSS)	<p>Additional Support teachers 0.2</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$11 000.00) 	<p>Additional support teachers to support explicit literacy instruction in classrooms k–6. A focus on reading and writing targeted outcomes.</p>
Socio–economic background	<p>FTE 0.1</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio–economic background (\$73 182.00) 	<p>Equity funding was utilised to employ additional staff to provide a wide variety of opportunities for all children including:</p> <ul style="list-style-type: none"> * Individualised and group support in classrooms * Transition to school program for pre kindergarten students * Robotics program * Stage based Science, History, Geography, and CAPA programs

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	30	37	36	29
Girls	32	32	32	30

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.2	92.9	90	93.4
1	91	92.6	89.3	90.8
2	95.9	94.6	93.1	91.3
3	94.4	93.7	94.2	91.7
4	92.9	96.8	92.8	81.9
5	91.6	93.1	90.1	85.9
6	93.4	93.7	92.8	89.1
All Years	93.4	93.8	91.6	89.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.5
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	133,823
Revenue	992,224
Appropriation	956,345
Sale of Goods and Services	2,323
Grants and contributions	32,481
Investment income	1,075
Expenses	-948,046
Employee related	-810,900
Operating expenses	-137,146
Surplus / deficit for the year	44,178

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	123,170
Equity - Aboriginal	8,327
Equity - Socio-economic	83,854
Equity - Language	400
Equity - Disability	30,589
Base Total	669,977
Base - Per Capita	15,955
Base - Location	15,497
Base - Other	638,525
Other Total	93,149
Grand Total	886,296

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

Parents completed the 'Partners in Learning' Tell Them From Me survey in Term 4 2019. Parents feel welcome; Parents are informed; Parents feel that the school supports learning; Parents feel that the school supports positive behaviour; Parents feel that their students feel safe at school; and Parents feel that Lawrence PS is an inclusive school. All of these areas were well above NSW Government Norms.

In Educational Aspiration 50% of parents said that their students would go on to University, with 50% unsure; 100% of parents said that their child would complete Year 12; 33% of parents said that their child would attend TAFE with 66% unsure. 100% of parents said that the school's Physical environment is welcoming and 85% said it is well maintained. 85% of parents would recommend the school to other parents with 15% being unsure.

Students from Years 4, 5 and 6 also participated in the Tell them from me survey in Term 1 & 4 2019. 79% of students participate in sports; 42% of students participate in extra-curricula activities; 85% of students have a positive sense of belonging; 86% of students have positive relationships at school; 100% of students value schooling outcomes; 86% of students feel that they have positive behaviour at school; and 92% are interested and motivated in their learning and 100% of students try hard to succeed. The school mean for classroom instruction is relevant to their everyday lives, class time is used efficiently, and students feel they have someone at school who consistently provides encouragement was higher at Lawrence PS than the NSW Government Norm. 85% of students said they feel proud of their school.

During Education week parents also completed a verbal survey asking them about the learning activities provided in the school. 92% of parents thought LPS students had excellent access to technology and robotics. 20% of parents surveyed thought the school needed to provide more access to technology and 80% thought the access was the right amount. 80% of surveyed parents thought the school did a good job preparing students using future focused learning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.