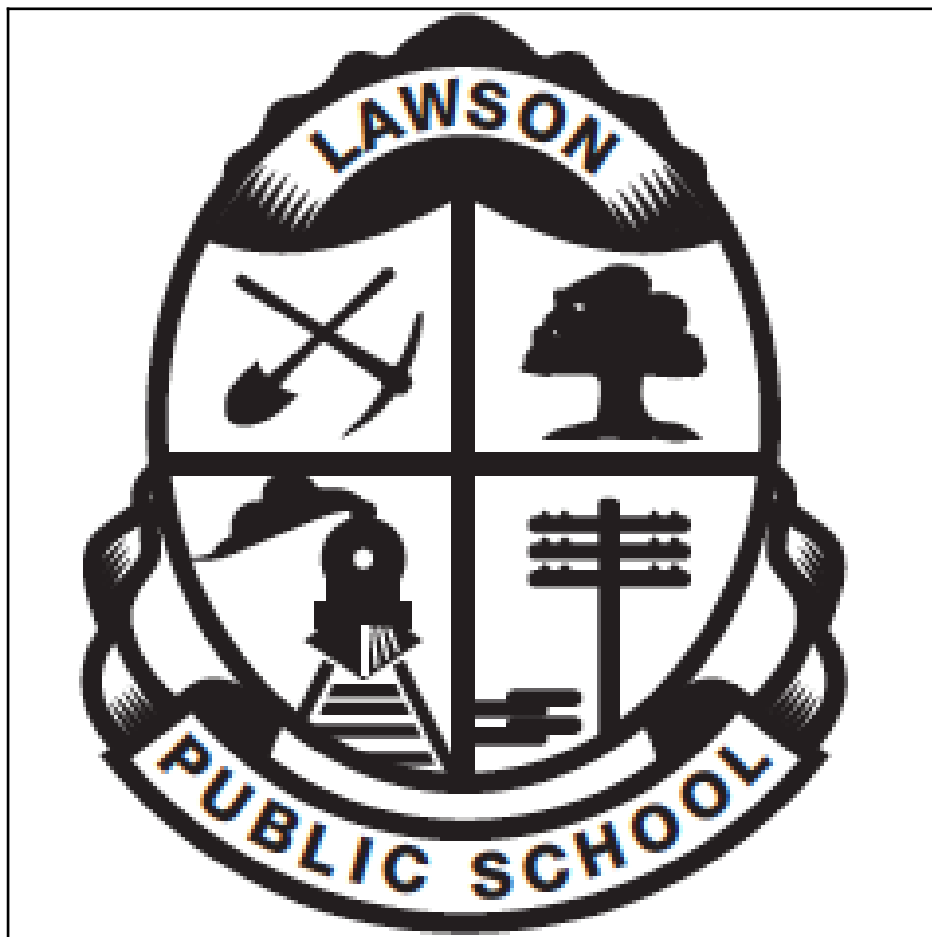


Lawson Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

It is with great pleasure that I present the Lawson Public School, Annual School Report, for 2019. I declare that the information contained within this document is a true and accurate representation of our journey during the year. I would like to personally congratulate all of our students for their success and commitment to learning. We are all grateful for the ongoing and extensive support of the Lawson Public School P&C. In particular, the hard work and generosity through the Magpie Markets. I would like to commend and celebrate our office staff, SLSOs, teachers and executive team. We are fortunate to have such a professional and committed team of educators at our school.

Warm Regards,

Matthew Jacobson

Principal

Message from the school community

On behalf of the Lawson Public School P&C I want to congratulate our amazing team on their hard work during 2019.

Without our team which consists of many parent helpers whether it is at our monthly markets, fun food days, mother's and father's day stalls, Easter raffles or just being able to provide support and help behind the scenes we would not be able to support our students through their schooling.

This year we have been able to provide Lawson Public School students with busses for excursions, new classroom blinds, school blazers, numeracy and literacy support equipment, sports equipment, laptops for the IT room and internal excursions.

It is a privilege to be able to support the school, teachers, students and parents and give the kids the best educational experience possible.

Regards

Danielle Pace

P&C President

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 202 students. Our committed staff provide evidence-based quality learning experiences designed to cater for students individual needs. The students come from a range 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 with in the school which fosters safe, respectful and responsible learners. The staff focus on continual improvement in professional practice with evidence-based teaching practice at the core of all professional development. School and community partnerships are fostered through our proactive P & C, ongoing communication and community assemblies and events.. 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

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	Sustaining and Growing
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

All teachers using data to identify student achievement and planning teaching and learning activities.

Whole school programmed and sequenced Literacy and Numeracy Blocks as evidenced in teaching programs

PDP progress evidenced through authentic observation and feedback cycle. Teacher use of Professional journal for professional reflection.

Progress towards achieving improvement measures

Process 1: Instructional Leader to develop the Learning Community capacity through targeted professional learning, team-teaching, program supervision, data analysis and collaborative feedback processes.

Evaluation	Funds Expended (Resources)
SURVEY MONKEY RESULTS	Survey Monkey IL Staff Development Day TPL session Funding Sources: <ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$42660.00)

Process 2: Performance and Development Plans focused on the elements of collaborative planning, teacher reflection and improvement in teaching practice

Evaluation	Funds Expended (Resources)
Data driven instruction systems were established across the school with additional PLaAST professional Learning in Plan 2 and formative assessment.	2x casual day (\$1000)

Process 3: School-wide implementation of the PLAN 2 Literacy and Numeracy Continuum as an analysis of student achievement and areas for growth to provide a basis for consistent teacher judgement and programming

Evaluation	Funds Expended (Resources)
Instructional leader and executive team have a clear plan and timeline for the school wide implementation of the Learning Progressions in 2020.	IL AP Expenditure for this initiative was achieved via QTSS funding. This was already accounted for in relation to the employment of our Instructional Leader (IL).

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.

Improvement Measures

Increase the proportion of students in the top two NAPLAN bands by eight per cent.

All students articulate Learning Intentions and Success criteria

Progress towards achieving improvement measures

Process 1: Instructional Leader working with in the development of school wide formative assessment practices which will be embedded in each stage and grade consistently.

Evaluation	Funds Expended (Resources)
The majority of teacher feedback about formative assessment was positive and teacher's programs showed that they were regularly using formative assessment in the classroom.	Visible learning tables provided for all classrooms. Visible learning stands for all classrooms John Hatties Visible Learning text book QTSS Funding for the employment of our IL \$8000 to provide teachers with release time to plan collaboratively, observe and be observed and gather feedback.

Process 2: Visible Learning Strategies present in all classrooms in all learning areas for all students academic levels. Formative feedback available to all stakeholders school wide.

Evaluation	Funds Expended (Resources)
Teachers provided IL with positive feedback about the inclusion of visible learning strategies in the classroom. Future TPL for 2020 was planned to ensure the pedagogy was continued in the following year.	QTSS Funding

Strategic Direction 3

Quality Community

Purpose

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

Improvement Measures

Communication processes meet the needs of the school community.

Increase in attendance at school events compared to 2018 baseline data.

Progress towards achieving improvement measures

Process 1: Enhancing community engagement amongst all stakeholders within the school.

Evaluation	Funds Expended (Resources)
A whole school Community Wellbeing plan was created and implementation of Be You was established. Strong relationships between the students, teachers and families were built. This is evidenced by the end of year satisfaction survey.	This program was executed as cost neutral. PL was free and used during release from face to face teaching time

Process 2: Staff professional learning – Respect, Reflect, Reset – creating a positive and proactive workplace.

Evaluation	Funds Expended (Resources)
Stronger staff relationships were built.. Verbal feedback indicated that staff appreciated this time. Collaborative programs were designed and implemented.	\$8000 of funding allocated to provide teachers with release to plan collaboratively.

Process 3: Development of communication protocols and planning event processes across the whole school.

Evaluation	Funds Expended (Resources)
All staff developed a clear understanding of communication protocols and expectations.	Teacher Professional Learning sessions and P&C Meetings

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12 152 \$4000 donated by the school P&C for the employment to support the Artist in residence program.	Additional Student Learning Support Officer was employed to ensure Aboriginal students achieve literacy outcomes at stage level. Whole school participation in NAIDOC week, reconciliation activities and Sorry Day. The Artist in residence program focused on the Aboriginal practice of deep listening. This culminated in a largely celebrated opening of the artworks displayed through out school.
English language proficiency	\$10 158	Staff employed to assist students in class, develop resources and team teach. Flexible funding utilised to release teachers for collaborative planning and lesson observation.
Low level adjustment for disability	\$102 920	FTE and budget allocation were utilised to employ SLSOs to ensure that targeted students were able to access the curriculum (including participation in school excursions).
Quality Teaching, Successful Students (QTSS)	\$44 501	QTSS funding was used to release an Assistant Principal in order to support continual development of teaching and learning practices throughout the school. The Assistant Principal had taken on the role of Instructional Leader (IL) This afforded all teachers the opportunity to have access to mentors, specialised PL which was designed to meet their individual needs and beginning teachers were supported in their development.
Socio-economic background	\$24 287	Flexible funding garnered to employ additional SLSOs to support student learning in classrooms. Further funding was used to ensure all students had access to curriculum including school uniforms, incursions and excursions.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	123	120	102	112
Girls	128	117	104	86

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	92.5	94.2	92.1
1	94.4	92.1	93.1	90.6
2	92.3	92.3	93.3	90.7
3	93.6	90.8	93.2	91.2
4	91.5	90.4	89.8	90.1
5	92.1	92.3	92.8	92.3
6	91.4	93	88.9	89.7
All Years	93	91.9	92.1	90.9
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
Assistant Principal(s)	3
Classroom Teacher(s)	9.35
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	5.42

*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	282,808
Revenue	2,677,111
Appropriation	2,598,946
Sale of Goods and Services	2,994
Grants and contributions	73,063
Investment income	2,008
Other revenue	100
Expenses	-2,668,274
Employee related	-2,366,795
Operating expenses	-301,479
Surplus / deficit for the year	8,838

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	622,393
Equity Total	154,181
Equity - Aboriginal	19,471
Equity - Socio-economic	24,287
Equity - Language	7,504
Equity - Disability	102,920
Base Total	1,559,913
Base - Per Capita	51,362
Base - Location	0
Base - Other	1,508,551
Other Total	162,216
Grand Total	2,498,703

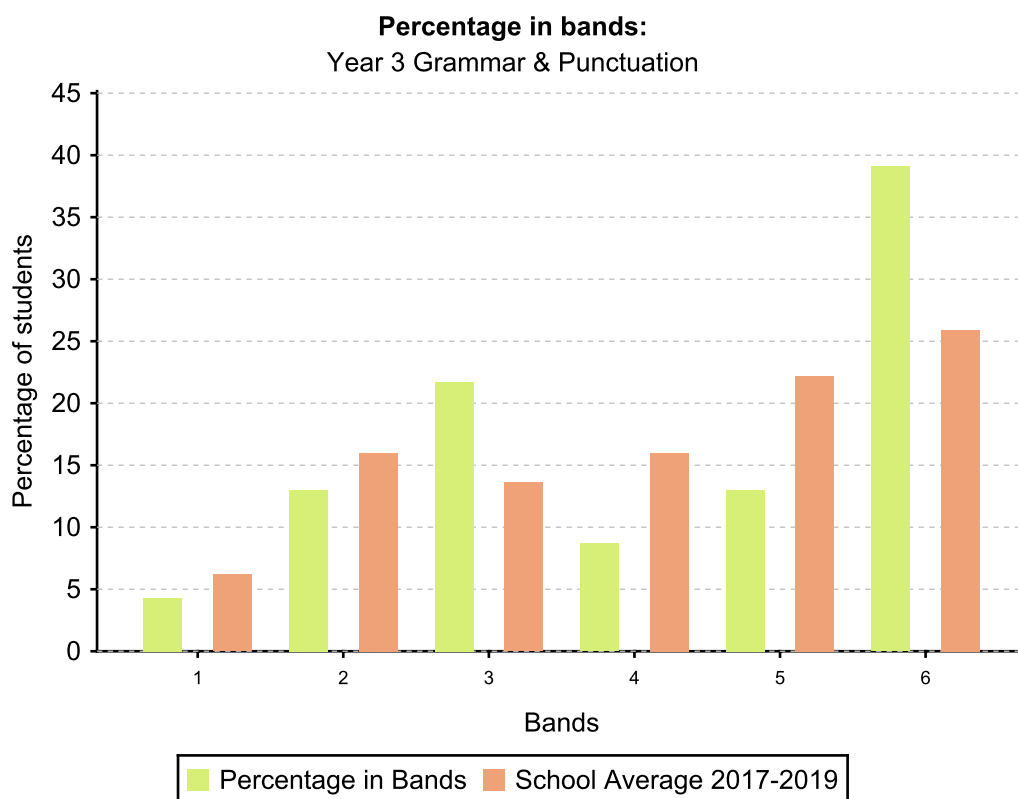
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School performance - NAPLAN

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.

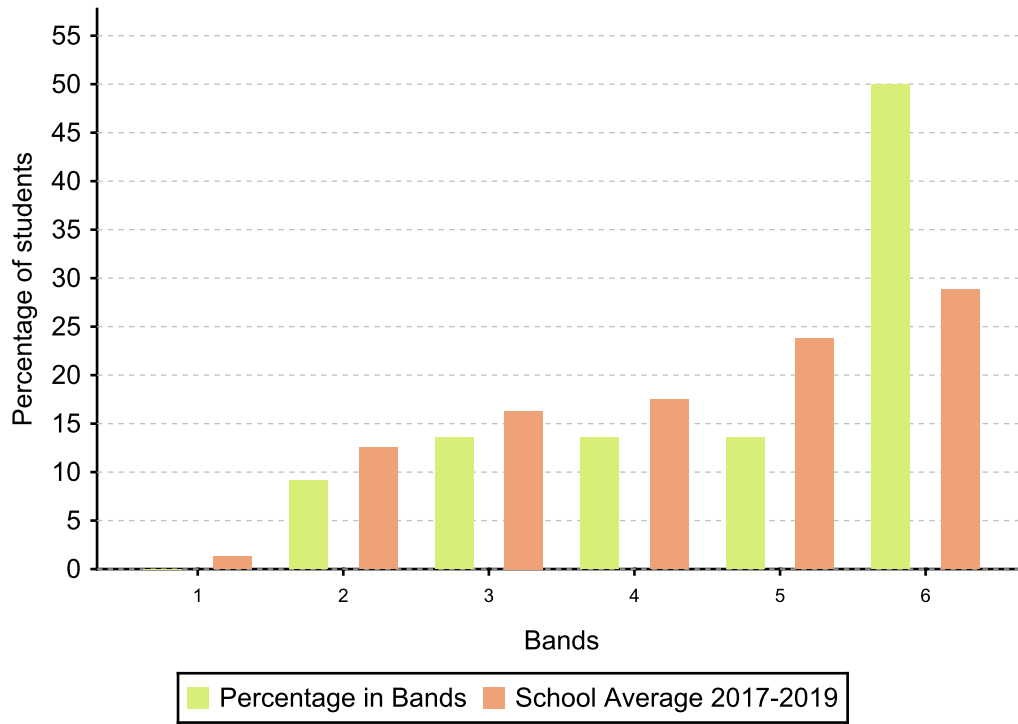
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



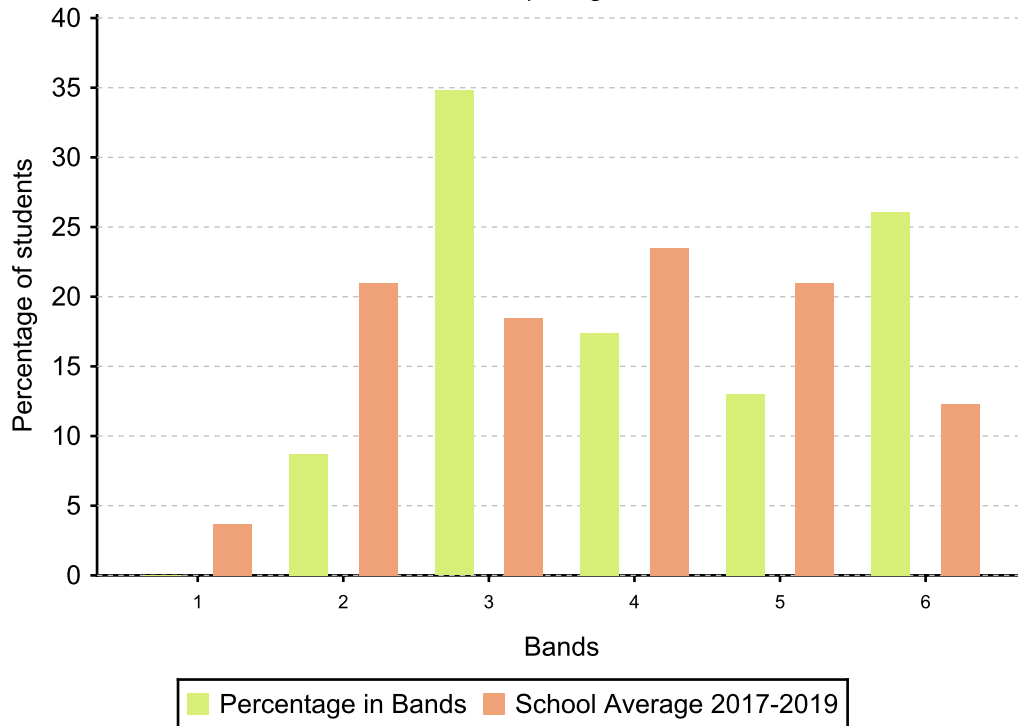
Band	1	2	3	4	5	6
Percentage of students	4.3	13.0	21.7	8.7	13.0	39.1
School avg 2017-2019	6.2	16	13.6	16	22.2	25.9

**Percentage in bands:
Year 3 Reading**



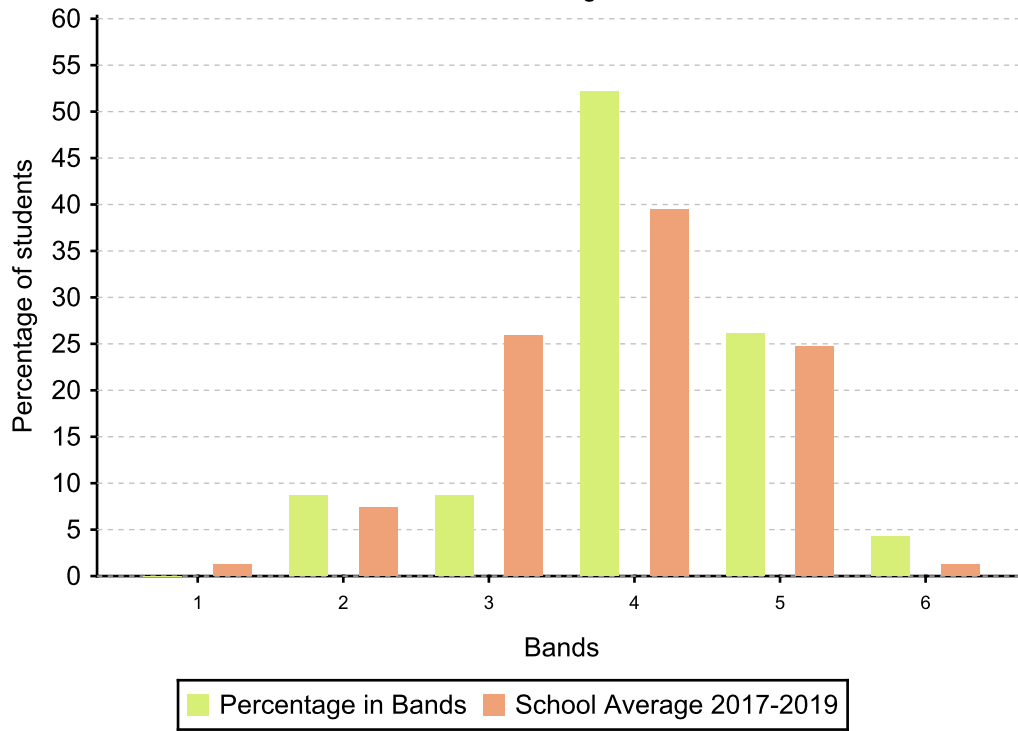
Band	1	2	3	4	5	6
Percentage of students	0.0	9.1	13.6	13.6	13.6	50.0
School avg 2017-2019	1.3	12.5	16.3	17.5	23.8	28.8

**Percentage in bands:
Year 3 Spelling**



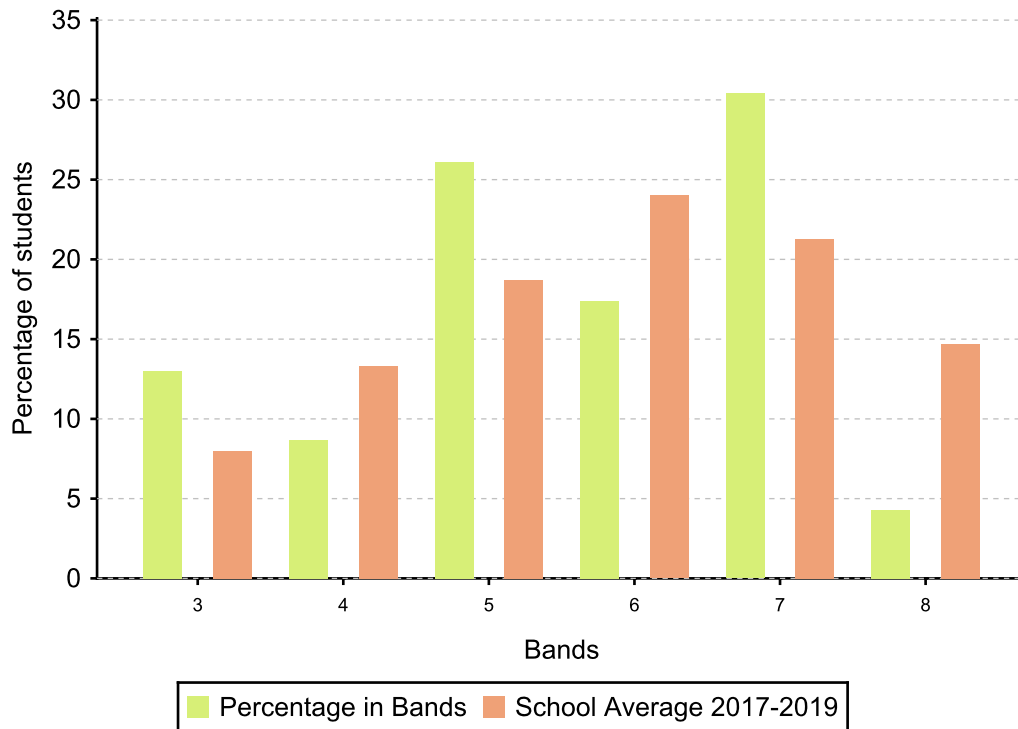
Band	1	2	3	4	5	6
Percentage of students	0.0	8.7	34.8	17.4	13.0	26.1
School avg 2017-2019	3.7	21	18.5	23.5	21	12.3

Percentage in bands:
Year 3 Writing



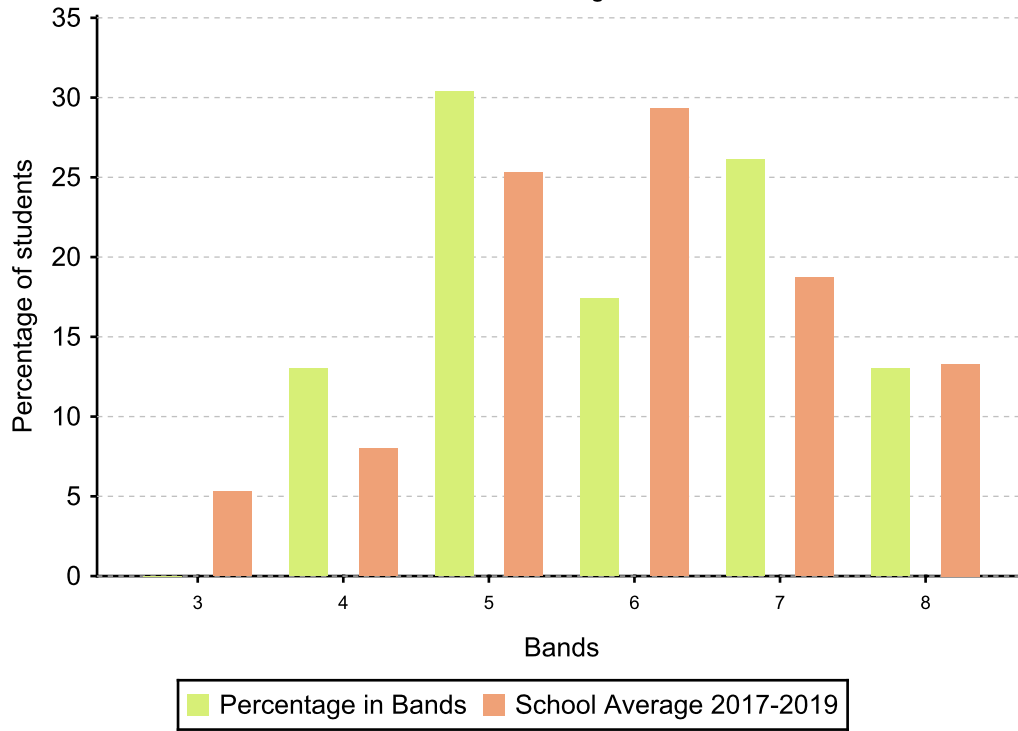
Band	1	2	3	4	5	6
Percentage of students	0.0	8.7	8.7	52.2	26.1	4.3
School avg 2017-2019	1.2	7.4	25.9	39.5	24.7	1.2

Percentage in bands:
Year 5 Grammar & Punctuation



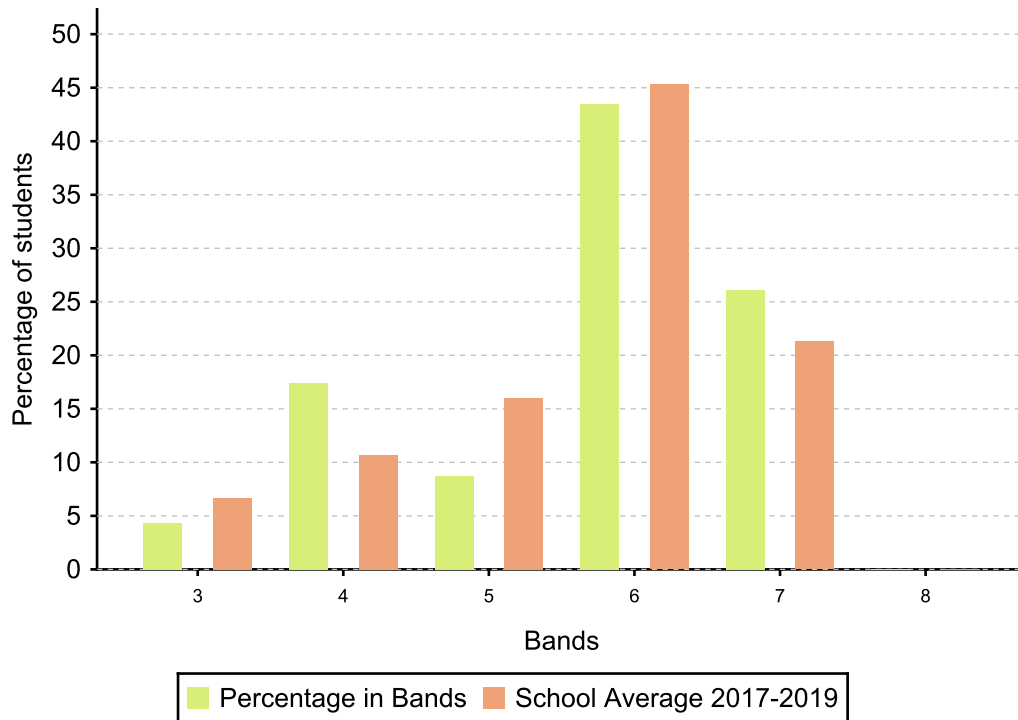
Band	3	4	5	6	7	8
Percentage of students	13.0	8.7	26.1	17.4	30.4	4.3
School avg 2017-2019	8	13.3	18.7	24	21.3	14.7

**Percentage in bands:
Year 5 Reading**



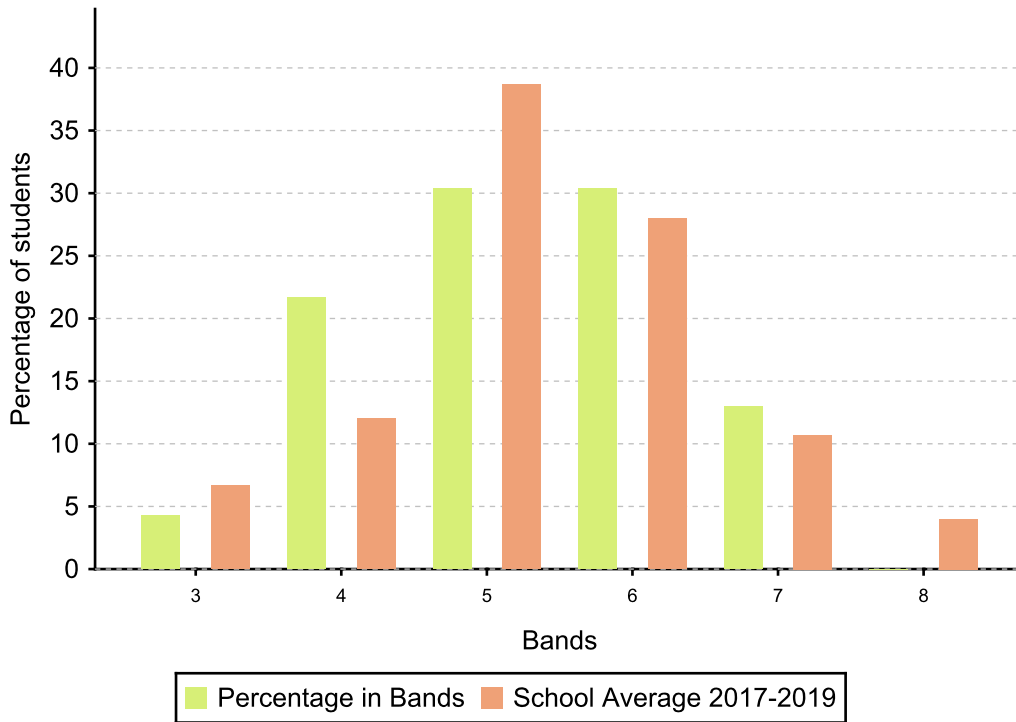
Band	3	4	5	6	7	8
Percentage of students	0.0	13.0	30.4	17.4	26.1	13.0
School avg 2017-2019	5.3	8	25.3	29.3	18.7	13.3

**Percentage in bands:
Year 5 Spelling**



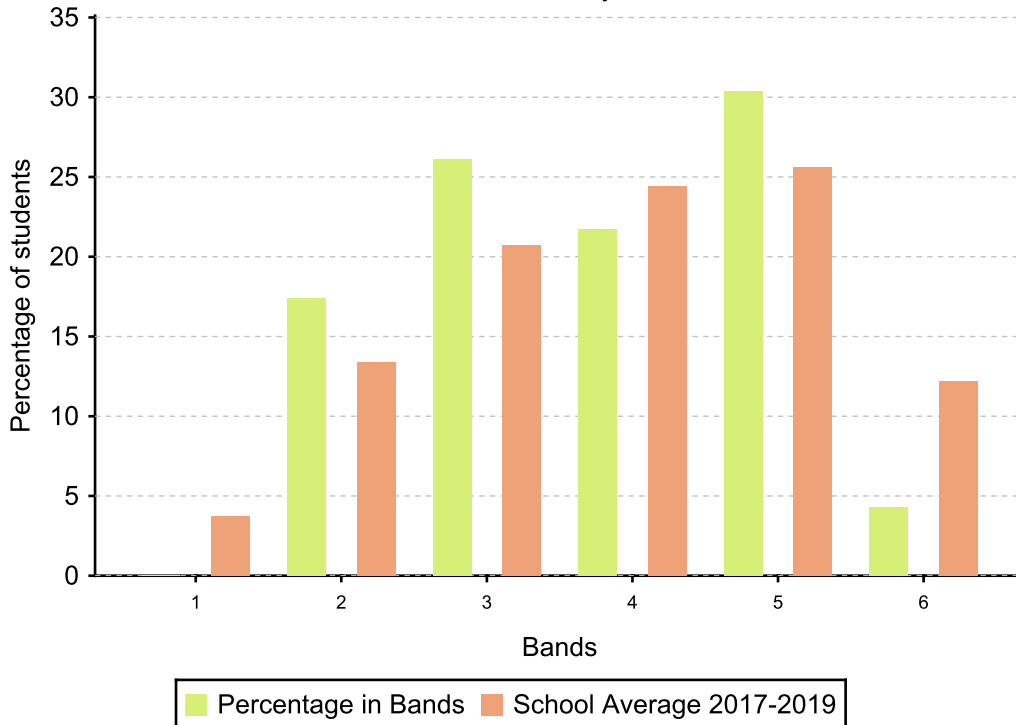
Band	3	4	5	6	7	8
Percentage of students	4.3	17.4	8.7	43.5	26.1	0.0
School avg 2017-2019	6.7	10.7	16	45.3	21.3	0

Percentage in bands:
Year 5 Writing



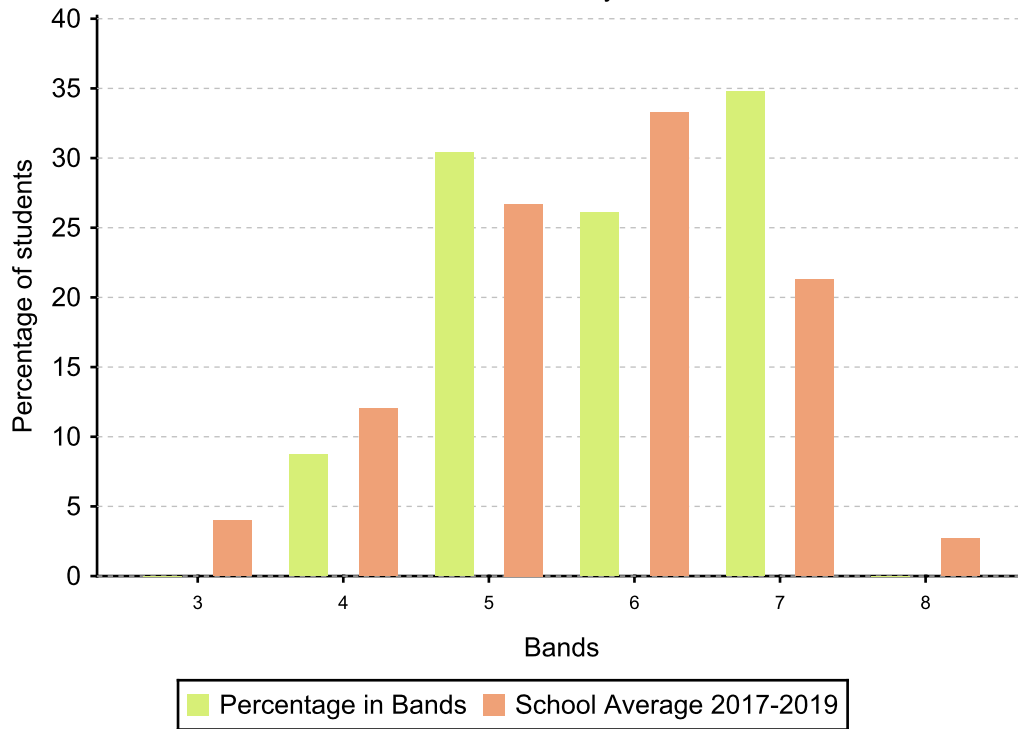
Band	3	4	5	6	7	8
Percentage of students	4.3	21.7	30.4	30.4	13.0	0.0
School avg 2017-2019	6.7	12	38.7	28	10.7	4

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	17.4	26.1	21.7	30.4	4.3
School avg 2017-2019	3.7	13.4	20.7	24.4	25.6	12.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	8.7	30.4	26.1	34.8	0.0
School avg 2017-2019	4	12	26.7	33.3	21.3	2.7

Parent/caregiver, student, teacher satisfaction

Parents, staff and students satisfaction information is gathered through Tell Them From Me (TTFM) data and our annual community survey. Parents, staff and students responded well to our annual surveys with strong support for the sense of community at Lawson Public School.

Student surveys in the area of teaching and learning were overwhelmingly positive in the areas of PDHPE, Mathematics and Reading – Daily 5. Students indicated that improvement of the playgrounds and increase to extracurricular activities would be a goal for 2020.

Parents expressed that they felt positively about our friendly and collaborative staff as well as the community and the overall atmosphere and connectedness of our school. Parents indicated that improvements to the school grounds particularly the playgrounds would need to be a goal for 2020.

Staff reported a continued increase in positive professional culture and support. As well as improved collaboration universally across K–6. Staff believe the school executive promote improvement, change and growth. Staff expressed that improvements to the physical space of the school grounds and office building would be a preferred goal for 2020.

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.