

2020 Annual Report

Lawrence Public School



2379

Introduction

The Annual Report for 2020 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 vision

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 2020 the school has an enrolment of 56 students from Kindergarten to Year 6. It operates with 4 classes., one above establishment) to enable stage based classes and lesson.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
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)
<ul style="list-style-type: none">• School wide tracking system is embedded in school with all teachers consistently following processes.• Regular review of student behavior management is evident in learning support team meetings• Student and parent surveys indicated that school rules and behavior expectations are clear and fair.• Parent surveys indicated that most parents feel communication between home and school has been strengthened.• There was more than a 50% reduction in student incidents requiring detention in 2020 in comparison to the 2019 year.	N/A

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

Evaluation	Funds Expended (Resources)
Additional class formed to facilitate stage based classes with focus on classroom pedagogy and data to inform practice	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$40000.00)• Quality Teaching, Successful Students (QTSS) (\$10427.00)

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• School learning support officer implemented multi-lit program with identified students across school. All students demonstrated growth in identified reading outcomes on literacy learning progressions• Speech therapist employed to work with identified students with receptive and expressive learning needs. Improvement demonstrated in articulation, social interactions with peers and speaking and listening outcomes for students.• Teacher professional learning on supporting students with autism (ASD online training)	Professional learning ASD Speech Therapist SLSO Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$14000.00)• Low level adjustment for disability (\$22423.00)

Progress towards achieving improvement measures

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| <ul style="list-style-type: none">• School learning support officer implemented multi-lit program with identified students across school. All students demonstrated growth in identified reading outcomes on literacy learning progressions• Speech therapist employed to work with identified students with receptive and expressive learning needs. Improvement demonstrated in articulation, social interactions with peers and speaking and listening outcomes for students.• Teacher professional learning on supporting students with autism (ASD online training) | <ul style="list-style-type: none">• Socio-economic background (\$10000.00)• Professional learning (\$1600.00) |
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Next Steps

- implement the leader in me program across the school to facilitate leadership, and emotional/social wellbeing program within school
- PAT testing completed across school to track and analysis student growth and progress
- Continue to ensure stage based instruction

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)
Limit progress due to limitations placed on interschool interaction and training with COVID19 pandemic and resultant restrictions	

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)
<ul style="list-style-type: none">Professional learning was undertaken with the Instructional Leader Literacy and Numeracy each week focused on data driven teaching strategiesAll staff utilised student work samples and criteria based marking to develop school wide learning sprints to improve student writing outcomes. All students progressed according to writing markers on Literacy Progressions across school.Check in assessments showed comparative results to in-school assessments and reporting.Additional class formed to facilitate stage based classes with focus on classroom pedagogy and data to inform practice	Funding Sources: <ul style="list-style-type: none">Early action for success (\$68000.00)Socio-economic background (\$2000.00)(\$0.00)

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Writing program implemented in Stage 1 classroom with the support of the EAfS strategySena testing utilised and tracked across school. infants and primary numeracy groups formed to improved explicit teaching of numeracy and differentiated math's instructionAssessment data tracked and analysed in school team meetings	<p>Instructional leader led instruction</p> <p>Professional learning in literacy and numeracy based pedagogy</p> <p>casual relief to facilitate Sena testing</p> Funding Sources: <ul style="list-style-type: none">Literacy and numeracy (\$7000.00)Professional learning (\$3000.00)

Progress towards achieving improvement measures

<ul style="list-style-type: none">• Writing program implemented in Stage 1 classroom with the support of the EAfS strategy• Sena testing utilised and tracked across school. infants and primary numeracy groups formed to improved explicit teaching of numeracy and differentiated math's instruction• Assessment data tracked and analysed in school team meetings	<ul style="list-style-type: none">• Early action for success (\$68000.00)
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Next Steps

Our school staff have identified explicit teaching as an area for professional growth. We will continue to;

- * Seek quality professional learning.
- * Engage in current research to inform best practice.
- * Collaborate with the school community to develop and implement plans for continuous improvement.
- * ensure teachers clearly understand, develop and apply a full range of explicit teaching strategies

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)
<ul style="list-style-type: none">Increased access to technology in the 2-6 classroom with the purchase of additional laptops allowing one to one access..Continuation of technology lessons across school utilising robotics. Teacher surveys indicate increase in confidence and capacity to teach robotics. k-6 Teacher programs include separate robotics lessons linked to syllabus with sequenced skill acquisition.3-6 Teachers utilising Google classroom, Google Docs and other future focused programs to teach literacy and numeracy. Increased engagement in lessons that include technology reflected in surveys of parents and students. K-2 teachers utilised online PM readers, class dojo and Seesaw applications.These future focused programs also support at home learning during Covid19 pandemic	<p>Additional laptops</p> <p>Professional learning including casual relief</p> <p>Pm reader subscription</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Socio-economic background (\$20000.00)(\$0.00)

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.	<p>Professional learning and casual relief</p> <p>EAFS instructional leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Low level adjustment for disability (\$7000.00)

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

Evaluation	Funds Expended (Resources)
<p>Library upgraded begun. Evaluation of existing space. Consultation with parents staff and students to determine design needs and functionality of the space.</p> <p>More flexible furniture purchased for 2-6 spaces including lounges, stand up sit down desks and floor tables,</p>	<ul style="list-style-type: none">Lounges, stand up sit down desks and floor desksWatering system, garden beds soil, vegetable seedlings and seeds <p>Funding Sources:</p> <ul style="list-style-type: none">Socio-economic background (\$8000.00)

Progress towards achieving improvement measures

Upgrade garden facilities to facilitate gardening group.	
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Next Steps

- In order to improve, the school needs to regularly solicit feedback from parents/caregivers and use this information to continue to build on home school partnerships and engagement
- continue to unpack the Teaching Standards at Proficiency, Highly Accomplished and Lead to develop clarity of role descriptions and accountabilities and how all staff contribute to school excellence, student achievement and growth.
- continue to demonstrate the connection between all professional learning and school initiatives to the Teaching Standards.
- school leaders also need to work towards building a shared understanding of the school's vision and the teaching and learning practices in place in order to be recognised by the community as a school that embeds best practice.
- Continue to create engaging and flexible learning spaces by upgrading library space and creating an outdoor learning classroom

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> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$14 000.00) • Socio-economic background (\$10 000.00) 	<ul style="list-style-type: none"> • Individual Learning Plans established for Aboriginal students focused on academic, social and behavioral learning needs. • All students met learning goals. • Additional support for identified students was provided with learning support staff • Students participated in cultural days, • Aboriginal perspectives were delivered across key learning areas • Consulted with AECG about school and local area programs
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$22 424.00) • Socio-economic background (\$5 000.00) 	<ul style="list-style-type: none"> • Individual learning Plans that were developed for all students identified in NCCD collection on a Semester basis had strong support from all key stakeholders. The consultation process included parents, welfare officers, school counselors 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.
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$11 267.00) 	<ul style="list-style-type: none"> • Additional teacher time to support explicit literacy by forming a 4th Class in the school. This has allowed stage based classes
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$66 020.00) 	<ul style="list-style-type: none"> • Equity funding was utilised to employ additional staff to provide a wide variety of opportunities for all children including: • An additional class to enable stage based instruction across the school • Individualised and group support in classrooms • Explicit and individualised professional learning in literacy and numeracy teaching • Transition to school program for pre kindergarten students • School wide CAPA program

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	37	36	29	26
Girls	32	32	30	28

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.9	90	93.4	86.5
1	92.6	89.3	90.8	93.5
2	94.6	93.1	91.3	93
3	93.7	94.2	91.7	90.1
4	96.8	92.8	81.9	87.7
5	93.1	90.1	85.9	82.6
6	93.7	92.8	89.1	86.4
All Years	93.8	91.6	89.7	88.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	178,002
Revenue	921,285
Appropriation	909,341
Sale of Goods and Services	2,274
Grants and contributions	9,433
Investment income	237
Expenses	-941,111
Employee related	-836,520
Operating expenses	-104,590
Surplus / deficit for the year	-19,826
Closing Balance	158,175

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	113,313
Equity - Aboriginal	14,278
Equity - Socio-economic	66,020
Equity - Language	1,717
Equity - Disability	31,298
Base Total	690,811
Base - Per Capita	14,190
Base - Location	14,470
Base - Other	662,151
Other Total	100,298
Grand Total	904,421

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Our school sought the opinions of parents, students and staff about the school. Students completed the Tell the, from Me Survey, as well as completing surveys at school on homework and the student reward system. Staff surveys were completed at school while groups of parents were contacted directly to complete the survey via telephone or asked to complete it when they visited the school office.

Students

- 95.8% feel teachers have high expectations for their learning.
- 91% of students surveyed feel a sense of advocacy.
- 81% of students survey feel a sense of belonging To the school. Most children stated that teachers know, value and care for every student at our school.
- almost all students agreed that there are interesting things to do in class and at school.
- 72% of stage 2 and 3 students surveyed would like a change in the way the school rewards and encourages positive behavior

Parents and Community / Staff

- 80% of parent responses felt that the school engages in strong collaboration with students and parents to ensure quality student transition to school and to high school.
- 75%of responses indicated that teachers have high expectations and are improving student learning .
- 74% of parents agreed that their children are interested and motivated in their learning but noted thatCovid19 had affected their child's learning
- 96% of parents felt the school had improved communication and connection by their work during the pandemic
- 63% of parents felt their children engaged with at home learning during COVID19 pandemic

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.