

2020 Annual Report

Lawson Public School



2381

Introduction

The Annual Report for 2020 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.

School contact details

Lawson Public School

Adelaide Street

Lawson, 2783

www.lawson-p.schools.nsw.edu.au

lawson-p.school@det.nsw.edu.au

4759 1196

Message from the principal

It is with great pleasure that I present the Lawson Public School, Annual School Report, for 2020. 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. 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. 2020 was a year unlike all others, the resilience and determination of our school and community, during the COVID pandemic is a credit to us all.

Warm Regards,

Matthew Jacobson

Principal

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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)
<p>The measure of all students being able to articulate learning intentions and success criteria may appear overly ambitious, feedback from the Instructional Leader and through direct observation, visible learning was commonplace in all of our classrooms. It would be short sighted to implicate COVID 19 and the cancelling of NAPLAN in 2020 for our inability to determine student growth in Literacy and Numeracy.</p> <p>While visible learning practices are new to our classrooms, we have yet to see the longitudinal impact on assessment data.</p> <p>Staff believe that they can improve and that drawing on literature and research can be beneficial to teaching practice. They felt that the work of the instructional leader assisted them in finding and understanding quality research, particularly when unpacking the WWB document.</p>	<p>The school employed an Instructional Leader for 0.8 FTE (4 days per week).</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$42660.00)• Literacy and numeracy (\$45941.00)

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

Evaluation	Funds Expended (Resources)
<p>Most teachers (>90%) strongly agreed that they:</p> <ul style="list-style-type: none">-Quality relationships with students-Quality classroom management-High expectations in the classroom <p>Most teachers (>90%) disagreed or strongly disagreed that they:</p> <ul style="list-style-type: none">-Use of data effectively-Have time for collaboration-Know their impact on their students	<p>Data driven instruction systems were established across the school with additional PLaAST professional Learning in Plan 2 and formative assessment.</p> <p>2x casual day</p> <p>(\$1000)</p>

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

Progress towards achieving improvement measures

Process 3: programming

Evaluation	Funds Expended (Resources)
<p>Leading improvement, innovation and change: Moving forward we want a shared approach to school improvement across the school with a focus on embedding evaluative practices to draw upon relevant and reliable data to make evidence-informed decisions about teaching and learning. The school executive will play a key role in scaling these practices across the school by all taking on Instructional leadership roles. To inform the school improvement agenda staff were surveyed and focus groups were conducted.</p>	<p>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)</p>

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 student performance results are consistent with the 2018 and 2019 SEF-SaS which identified that using data to inform practice, using effective feedback and explicit teaching would need to be a focus for the next school improvement plan. When teachers were surveyed >90% stated they required additional resourcing to learn to use data to inform their teaching practice and evaluate teaching and learning programs effectively. As well as employing improved strategies to provide feedback and continue to use explicit teaching practices. According to NAPLAN and Check In assessment data it is clear that writing and numeracy requires future focus. We met our NAPLAN target in Reading in 2019 however the Check In 2020 assessment data indicates overall our students scored 53.9% reflecting we are below the state average of 58.6%.	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)
Reflecting on the WWB strategies it became apparent that there were many strategies and focuses that we could pursue and that there are many interdependencies between the themes. Having reflected on our inconsistent implementation of practices in the past we have prioritised establishing sustainable structures and processes for leading improvement, innovation and change as recommended by the literature. These activities will focus on developing and sustaining whole school processes for collecting and analysing data. This ensures the implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practice to improve student learning outcomes in reading and numeracy. As well as improving the way we deliver feedback to our staff and students.	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)
Milestone achieved 2019	Milestone achieved 2019

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.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14 603	<p>Additional Student Learning Support Officer was employed to ensure Aboriginal students achieve literacy outcomes at stage level.</p> <p>Whole school participation in NAIDOC week, reconciliation activities and Sorry Day.</p>
English language proficiency	\$10 158	<p>Staff employed to assist students in class, develop resources and team teach.</p> <p>Flexible funding utilised to release teachers for collaborative planning and lesson observation.</p>
Low level adjustment for disability	\$102 447	<p>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).</p>
Quality Teaching, Successful Students (QTSS)	\$42 660	<p>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.</p>
Socio-economic background	\$26 025	<p>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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	120	102	112	115
Girls	117	104	86	88

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	94.2	92.1	94.4
1	92.1	93.1	90.6	94.4
2	92.3	93.3	90.7	95
3	90.8	93.2	91.2	93.6
4	90.4	89.8	90.1	93.7
5	92.3	92.8	92.3	92.8
6	93	88.9	89.7	92.7
All Years	91.9	92.1	90.9	93.8
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
Assistant Principal(s)	3
Classroom Teacher(s)	9.32
Literacy and Numeracy Intervention	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, 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	291,645
Revenue	2,736,313
Appropriation	2,660,613
Sale of Goods and Services	782
Grants and contributions	74,091
Investment income	827
Expenses	-2,737,091
Employee related	-2,538,295
Operating expenses	-198,796
Surplus / deficit for the year	-778
Closing Balance	290,868

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	70,905
Equity Total	153,592
Equity - Aboriginal	14,603
Equity - Socio-economic	26,025
Equity - Language	10,518
Equity - Disability	102,447
Base Total	2,200,342
Base - Per Capita	51,136
Base - Location	0
Base - Other	2,149,206
Other Total	147,631
Grand Total	2,572,471

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

Wellbeing:

When conducting the analysis of Wellbeing across the school it was clear that this is an area for improvement across the school. In both 2019 and 2020 TTFM survey student data suggested that 'Sense of Belonging' and 'Advocacy at School' were areas for growth as there has been a decline in satisfaction from 2016 data. This was consistent with 2017, 2018 and 2019 SEF-SaS data which have consistently shown the school as 'Delivering', with behaviour and a whole school approach to wellbeing areas for improvement. A teacher satisfaction survey identified that 69% of staff believed that a universal approach to wellbeing as a professional learning need. This, coupled with our internal school behaviour data indicating that over 13% of students receiving behaviour incidents each term informed our decision to focus on Wellbeing in our SIP. In the 2020 TTFM parent survey our school was below the DOE NSW government primary norm in the area "School Supports positive behaviour" with the school receiving a 7 and the government norm being an 8.

To address these needs in our school we consulted the CESE publications, "Wellbeing literature review" and the WWB document. The literature consistently identified core elements of focus that aligned with our needs particularly; the whole school approach to wellbeing, ensuring connectedness and creating a safe environment for our students. In consideration of how to address these needs we have engaged in introductory PBL professional learning and have considered the 'Be You' framework for wellbeing and have gathered staff, student and community feedback around these options. In consideration of this and our analysis of the Wentworth Public School Case Study our next school improvement plan will be inclusive of the process to establish and embed whole school wellbeing practices across the school.

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.