

2022 Annual Report

Lawson Public School



2381

Introduction

The Annual Report for 2022 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 Strategic Improvement 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

Lawson Public School is an inclusive learning community. We are deeply committed to providing access to quality education where each student is known, valued and cared for. Collaboratively, we pursue excellence in teaching, learning and leadership, with a focus on students' engagement and growth. We provide opportunities for all our students to achieve their full potential with an emphasis on wellbeing and strong partnerships with our community.

School context

Lawson Public School is geographically situated in the World Heritage listed, Blue Mountains of New South Wales. Our school comprises 8 mainstream classes and 4 classes in our support unit. Lawson Public School has a current enrolment of 208 students.

The staff at Lawson Public School, are both professional and dedicated to, providing data-informed, evidence-based quality learning programs that catering to the individual learning needs of each child. Our students come from a broad range of backgrounds and we strive to partner with each family to ensure that each child is known, valued and cared for.

Lawson is a Positive Behaviour for Learning (PBL) school. PBL brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

This strategic improvement plan has been developed as the result of a thorough situational analysis and in collaboration with our community. We have identified three high-level areas for improvement and named them as our strategic directions. They are "Student Growth and Attainment", "Whole-School Wellbeing Processes" and "High Expectations Culture". These focus areas have been determined to specifically improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes which integrate collaboration, quality teaching, curriculum planning and delivery, and assessment practices that promote learning excellence and responsiveness to meeting the needs of all students.

School and community partnerships are fostered through our proactive P & C, as well as, the many formal and informal opportunities for our mountain village to come together. The school belongs to the Mid Mountains Learning Community and participates in combined professional learning and projects, sporting, art and cultural activities. We work together to foster transition programs for Kindergarten students, as well as Year Six students who are preparing for year 7 at Springwood High School. We acknowledge and pay our respects to the traditional owners of the land on which Lawson PS is placed, the Dharug and Gundungurra people.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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 | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| 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: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes which integrate collaboration, quality teaching, curriculum planning and delivery, and assessment practices that promote learning excellence and responsiveness to meeting the needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- Collaborative practice and feedback

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$25,050.00

Low level adjustment for disability: \$80,444.70

Literacy and numeracy: \$6,000.00

QTSS release: \$17,000.00

Professional learning: \$15,633.64

Socio-economic background: \$1,200.00

Summary of progress

Data skills and use

- Data Walls Project- Establishing and using Instructional Leadership positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Progress:

The data walls project was established this year. Due to a number of staffing adjustments one executive member was appointed the leader of the project. Stage 2 student data was collated and displayed on the data wall. The instructional leaders used it alongside teaching staff to determine student growth and where to next.

The whole school assessment schedule was reviewed and updated to ensure that quality assessment tasks were used. The less informative assessments were taken out and the longer time consuming assessment tasks are now used as an additional assessment to determine learning interventions.

Impact:

High impact

Data talk embedded in team meetings

100% of staff are accessing data and 80% are utilising it efficiently to determine further teaching and learning

Dedicated TPL focusing on Data sources

Opportunities for improvement:

Include progression markers on the data wall

Up-skill APCI executive up in the data wall project

Review spelling assessment tasks

Review reading and comprehension assessment tasks

Collaboration and feedback

- Implement the use of Simon Breakspear's Teaching Sprints to system-negotiated target explicit teaching, improve teacher judgement and align whole school teaching.
- All teachers engage in cyclic Teaching Sprints which facilitate specific data analysis, professional discussion and collaboration to improve teaching and learning in classes, year groups, stages or for particular student groups.

Progress:

Simon Breakspear's Teaching Sprints PL was implemented. Staff engaged in high impact professional learning. All staff implemented Number Talks and Talk Moves within in their classrooms. The Instructional leaders demonstrated and observed teachers lessons and provided feedback in the teaching sprint teaching and learning cycle.

Impact:

All staff engage in Teaching Sprints in TPL sessions and in 3 weekly meetings. Staff are up skilled and feel empowered to utilise a range of teaching strategies.

Opportunities for improvement:

Next steps are to run teaching sprints in stage teams.

Include peer observations in the teaching and learning 3 weekly cycle.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|---|
| Numeracy: System negotiated target - Increase the proportion of year 5 students achieving expected growth in NAPLAN numeracy to 50% (lower bound system negotiated target). | Unable to measure expected growth as we did not sit the NAPALAN tests in 2020. |
| Reading: System negotiated target - Increase the proportion of year 5 students achieving expected growth in NAPLAN reading to 60.5% (lower bound system negotiated target). | Unable to measure expected growth as we did not sit the NAPALAN tests in 2020. |
| Numeracy: System negotiated target - The percentage of students in the top two bands - numeracy will have a 7.8% uplift from 2021 to 2023. | 17.78% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward achieving the negotiated target of 33% of students in the top 2 bands for 2023. |
| Reading: System negotiated target - Increase the proportion of students achieving in the top two bands NAPLAN reading to 30% (lower bound system negotiated target). | 32.65% of students achieved in the top two bands in NAPLAN reading indicating achievement of the system negotiated target of 30%. |
| <i>School self-assessment of the elements 'Data Literacy' and 'Data Analysis' working towards "Sustaining and Growing"</i> | Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use. |

Strategic Direction 2: Whole School Wellbeing Processes

Purpose

To improve student well-being outcomes we will develop whole school well-being and attendance processes that support the well-being of all students so they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A Whole School Approach to Wellbeing
- A Whole School Approach to Attendance

Resources allocated to this strategic direction

Aboriginal background: \$3,000.00

Per capita: \$1,000.00

Low level adjustment for disability: \$15,500.00

English language proficiency: \$14,002.32

Integration funding support: \$140,061.00

QTSS release: \$1,000.00

Socio-economic background: \$2,000.00

Summary of progress

A Whole School Approach to Wellbeing

- Updating the Lawson Public school Wellbeing Policy based on the finding of the self assessments.
- Embedding a consistent, whole school proactive approach to behaviour management utilising the PBL process including; proactively teaching school expectations, positively acknowledging positive behaviour and developing consistent responses to negative behaviours.

Impact -

The prevention of negative behaviour has become a major Wellbeing focus at Lawson PS. Behaviour data is tracked more regularly on Sentral allowing teachers to analyse data, identify trends in incidents and target PBL lessons towards areas of need. Behaviour is tracked using an ABC approach which enables the school to identify the function of behaviours. A token reward system is embedded across the school recognising positive behaviour.

Opportunities for improvement-

Focus on PBL Tier 3 Targeted interventions for students requiring intensive supports.

Upskill all staff in the use of Sentral to track student behaviour, positive and negative.

A Whole School Approach to Attendance

- Regular consultation and communication with parent and community groups around the implementation of new school attendance policy and the importance of attendance.
- Regular, rigorous analysis of attendance data by LAST and HSLO will be utilised to identify at risk students and streamlined processes will be embedded to support these students.

Impact-

New attendance policy was rolled out and supported by all parties.

All students are closely monitored by the School Learning Support Team, however we did not have any support from the ASO.,

The proportion of students attending 90% or more of the time was 41.6%. This did not meet our system negotiated target of 75%.

Opportunities for improvement-

Meet every 3 weeks with the ASO to regularly track student attendance.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|--|
| Attendance: System negotiated target - Increase the proportion of students attending school 90% or more of the time to be equal to or greater than 77.6% (lower bound system-negotiated target). | The number of students attending greater than 90% of the time or more has decreased by 1.3%. In 2021 term 4 our results showed 63.1% compared with term 4 2022 which show 61.8% of students attending 90% or above of the time. |
| Wellbeing: System negotiated target - Increase the proportion of students reporting positive wellbeing to 82.9% (lower bound system-negotiated target). | Tell Them From Me data shows an improvement of 12% increase in positive relationships at school, 12% increase in sense of belonging and 0.4 decrease in expectations of success. |
| Attendance: System negotiated target - Increase the proportion of students attending school 90% or more of the time to be equal to or greater than 75% (upper bound system-negotiated target). | The proportion of students attending school 90% or more of the time was 42.87% which is significantly less than the 75% (upper bound system-negotiated target). This was due to families going on leave during school term times rather than school holidays and families keeping their child/siblings home when they were sick or have flu-like symptoms. |

Strategic Direction 3: High Expectations Culture

Purpose

In order to develop measurable and sustained whole school improvement, the principal and the school leadership team will model instructional leadership and support a culture of high expectations and community engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community Engagement
- Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$3,000.00

Literacy and numeracy intervention: \$8,000.00

Aboriginal background: \$11,000.00

Per capita: \$10,000.00

Socio-economic background: \$14,500.00

QTSS release: \$29,692.22

Summary of progress

Community engagement

- Fostering and nurturing meaningful, quality relationships with parents and community members by soliciting and addressing feedback on school performance and developing partnerships with parents that motivate student to achieve their best.
- Enhancing relationships between Aboriginal students parents and carers by updating the Personalised Learning Plan process in consultation with all stake holders

Impact-

- Key stakeholders were involved in whole school improvement goals and collective decisions were made particularly in reference to playground upgrades.

- Refined the PLP process to ensure staff, students and parents/carers were all including in the plan, goals were developed together.

Opportunities for improvement-

- 100% of Aboriginal students have a PLP

- Embedding high expectations culture for Aboriginal students through engagement with local Aboriginal elders, revitalisation of the Bidjijong crew and active participation in AECG.

- Fostering and nurturing meaningful, quality relationships with parents and community members by soliciting and addressing feedback on school performance and developing partnerships with parents that motivate student to achieve their best.

Instructional Leadership

- Reviewing Lawson Public School's current assessment and reporting procedures based on the Curriculum planning and programming, assessing and reporting to parents K-12 policy
- Updating Lawson Public School's current assessment and reporting procedures based on the Curriculum planning and programming, assessing and reporting to parents K-12 policy
- Evaluating the selection of assessment strategies/tools in relation to student learning needs and reporting requirements.

Impact-

- Removed redundant assessment procedures to lower teacher workload whilst simultaneously improving the quality of data collected regarding student learning outcomes.

- Staff engaged in a consultative process to review assessment process and focus on setting quality Summative and Formative assessment

- Whole school analysis of data is more consistent and shows a better comparison.

Opportunities for improvement-

- Align assessment tasks with news syllabuses.

- Utilise NAPLAN and Check in results more to determine next steps i student education goals.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| School self-assessment of the elements "Community Satisfaction" indicate improvement from <i>Delivering to Sustaining and Growing</i> . | Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of community satisfaction. |
| There is a 7% uplift in the percentage of Aboriginal students agreeing or strongly agreeing that teachers have a good understanding of Aboriginal culture, in Tell Them From Me surveys. | Tell Them From Me data indicates 88% of Aboriginal students report they agree or strongly agree that teachers have a good understanding of Aboriginal culture compared to 57% in 2021 indicating a 31% uplift. |
| There is a 7% uplift in the percentage of Aboriginal students agreeing or strongly agreeing that they feel good about their culture when they are at school, in Tell Them From Me surveys. | Tell Them From Me data indicates 88% of Aboriginal students report they agree or strongly agree that they feel good about their culture when they are at school compared to 86% in 2021 indicating a 2% uplift. |
| There is an increase in the mean score of parents reporting that they feel welcome at the school - TELL THEM FROM ME survey to be equal to or greater than the NSW Government mean score of 7.4. | The Tell From Me survey data reports that we have exceeded our target of parents reporting that they feel welcome at the school. The results indicate an uplift of 0.7 showing a greater mean score of 7.5. |
| There is an increase in the mean score of parents reporting that they are well informed - TELL THEM FROM ME survey to be equal to or greater than the NSW Government mean score of 6.5. | The Tell From Me survey data reports that we have met our target of parents reporting that they are well informed. The results indicate an uplift of 0.4 showing a greater mean score of 6.5. |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Integration funding support</p> <p>\$140,061.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Lawson Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Whole School Approach to Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: 100% of students with additional learning needs were supported in their learning and social emotional learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to use IFS funding appropriately to support students with additional learning needs.</p> |
| <p>Socio-economic background</p> <p>\$17,700.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lawson Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative practice and feedback • A Whole School Approach to Attendance • Community Engagement • Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Teaching Sprints to support student learning • employment of additional staff to support Teaching Sprints program implementation. <p>The allocation of this funding has resulted in the following impact: Teacher surveys indicated that teachers had been implementing Number Talks and Talk Moves in the classroom. Stage 3 student formative assessment end of year results show an increase in Number sense compared with the Year 5 NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: Continue to allocate additional funds to support the program - Teaching Sprints in 2023.</p> |
| <p>Aboriginal background</p> <p>\$14,000.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lawson Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> |

| | |
|---|---|
| <p>Aboriginal background</p> <p>\$14,000.00</p> | <ul style="list-style-type: none"> • A Whole School Approach to Wellbeing • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Established connections with the AECG and in particular Chris Tobin, Aboriginal Consultant. Created opportunities for our Bidjiwong crew and whole school community to engage in Aboriginal education and cultural awareness. All staff were provided with time and resources to develop PLP's for all students who identify as Aboriginal and Torres Strait Islander. The PLP's were written in consultation with parents, carers, students and teacher.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we plan to write initial PLPs with families and students in term 1 and review in term 3. Continue to focus on improving outcome and connection for our Aboriginal students in 2023.</p> |
| <p>English language proficiency</p> <p>\$14,002.32</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lawson Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Whole School Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: The Learning Support Team created personalised plan for our students with EAL/D to support them to access the curriculum. This was done through utilising specialists' knowledge within the department and accessing resources such as EAL/D from the Henry Parkes Resource Centre.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop personalised plans to support EAL/D students by prioritising interest and language based resources and programs.</p> |
| <p>Low level adjustment for disability</p> <p>\$95,944.70</p> | <p>Low level adjustment for disability equity loading provides support for students at Lawson Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Collaborative practice and feedback • A Whole School Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers |

| | |
|---|--|
| <p>Low level adjustment for disability</p> <p>\$95,944.70</p> | <p>The allocation of this funding has resulted in the following impact: The allocation of funding was predominantly used to fund SLSO's to work with students with additional learning needs. The Learning Support Teacher worked closely with the SLSO's to upskill them to be able to meet the needs of all students with a disability.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students with additional learning needs and provide regular targeted interventions.</p> |
| <p>Professional learning</p> <p>\$18,633.64</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lawson Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative practice and feedback • Community Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Stage 3 teachers worked with other stage 3 teachers from other schools, sharing ideas and best practice. • Collaborative planning- CTs and IL negotiated target students and planned IL support based on student needs. <p>The allocation of this funding has resulted in the following impact: Staff valued time and support provided by IL (Teacher feedback survey)</p> <p>After evaluation, the next steps to support our students will be: Teachers will continue to employ strategies learnt to improve mathematical comprehension across the school. Teaching Sprints will continue in 2023, with a more individualised focus.</p> |
| <p>Literacy and numeracy</p> <p>\$6,000.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lawson Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Collaborative practice and feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: The purchase and utilisation of PAT testing made a significant impact on our teachers and students. Teachers found it easy and more time efficient to set the test they found analysing the results to be consistent and informative. Student results have shown a slow growth and we anticipate to see more growth as students are more familiar with online testing programs.</p> <p>After evaluation, the next steps to support our students will be: Embed the use of PAT testing across all classes Educate and expose all staff to data analysis of PAT data</p> |
| <p>QTSS release</p> <p>\$47,692.22</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lawson Public School.</p> |

| | |
|---|--|
| <p>QTSS release \$47,692.22</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative practice and feedback • A Whole School Approach to Attendance • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact:</p> <p>-Weekly IL Support- Demonstration lessons, Team Teaching including CT & CILS teacher -Planned a series of lessons based directly on data identified needs</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will use QTSS funding to support Assistant Principals to collaborate with their stage team and engage in teaching sprints. The APCI will support this process and guide the Assistant Principals in facilitating this.</p> |
| <p>Literacy and numeracy intervention \$33,050.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lawson Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Collaborative practice and feedback • Community Engagement • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Research of evidence-based practices for teaching reading InitialLit Professional Learning for all K-2 Staff and some support staff • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in the following impact: InitialLit is being implemented across all K-2 classes. Teachers indicated they had seen significant progress in their students understanding and phonological awareness since implementing the program for 1 Term.</p> <p>After evaluation, the next steps to support our students will be: All teachers in the school are progress through professional learning on the new K-2 English Syllabus.</p> |
| <p>COVID ILSP \$74,733.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in |

COVID ILSP

\$74,733.00

literacy/numeracy - numeracy across all stages and Initialit

- providing intensive small group tuition for identified students who were identified needing support in numeracy
- employment of teachers/educators to deliver small group tuition
- employing/releasing staff to coordinate the program

The allocation of this funding has resulted in the following impact:

Students have been eager to participate in the varied activities provided in the safe, small group setting that CILSP provided. Growth in confidence has been evident in participation, mathematical thinking, problem solving, working with peers, and transferring knowledge and skills to class work. Check-In assessment results indicate 60% of students in both Stage 2 and 3 showed improvement in their progress.

After evaluation, the next steps to support our students will be:

Continue with individual/small group activities in numeracy to promote further understanding and mathematical comprehension. Some students still require intensive learning support to reach the appropriate level of achievement expected at their stage level. It would be beneficial for students to improve their reading comprehension skills prior to the Check-In assessment. A lot of students struggle with the mathematical comprehension (Newman's Error Analysis) aspect of the tasks because they just don't understand what the question is asking them to do. This could be a focus for 2023.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 112 | 115 | 119 | 117 |
| Girls | 86 | 88 | 79 | 81 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 92.1 | 94.4 | 90.8 | 87.1 |
| 1 | 90.6 | 94.4 | 92.6 | 85.6 |
| 2 | 90.7 | 95.0 | 91.6 | 88.2 |
| 3 | 91.2 | 93.6 | 94.1 | 83.1 |
| 4 | 90.1 | 93.7 | 89.5 | 86.2 |
| 5 | 92.3 | 92.8 | 91.0 | 83.7 |
| 6 | 89.7 | 92.7 | 88.8 | 85.2 |
| All Years | 90.9 | 93.8 | 91.1 | 85.6 |
| State DoE | | | | |
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.1 | 92.4 | 92.8 | 87.9 |
| 1 | 92.7 | 91.7 | 92.7 | 87.4 |
| 2 | 93.0 | 92.0 | 92.6 | 87.8 |
| 3 | 93.0 | 92.1 | 92.7 | 87.6 |
| 4 | 92.9 | 92.0 | 92.5 | 87.4 |
| 5 | 92.8 | 92.0 | 92.1 | 87.2 |
| 6 | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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) | 10.43 |
| Literacy and Numeracy Intervent | 0.42 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.4 |
| School Counsellor | 0.6 |
| School Administration and Support Staff | 6.42 |

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

| Staff type | Benchmark ¹ | 2022 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 4.10% |
| Teachers | 3.00% | 3.30% |

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2022 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 180,524 |
| Revenue | 3,263,933 |
| Appropriation | 3,162,955 |
| Sale of Goods and Services | 5,764 |
| Grants and contributions | 91,777 |
| Investment income | 3,137 |
| Other revenue | 300 |
| Expenses | -3,252,711 |
| Employee related | -3,000,439 |
| Operating expenses | -252,272 |
| Surplus / deficit for the year | 11,222 |
| Closing Balance | 191,746 |

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.

| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 140,061 |
| Equity Total | 162,102 |
| Equity - Aboriginal | 19,844 |
| Equity - Socio-economic | 25,042 |
| Equity - Language | 14,002 |
| Equity - Disability | 103,214 |
| Base Total | 2,480,908 |
| Base - Per Capita | 54,159 |
| Base - Location | 0 |
| Base - Other | 2,426,748 |
| Other Total | 262,269 |
| Grand Total | 3,045,340 |

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.

Parent/caregiver, student, teacher satisfaction

Community, families, staff and students satisfaction information is gathered through Tell Them From Me (TTFM) data, Positive Behaviour for Learning (PBL) focus group discussions and google form surveys.

Parents/carers aligned our school against the School Excellence Framework overall as Sustaining and Growing indicating they believe the following statements: "There is demonstrated commitment within the school community that all students make learning progress", "A school-wide approach to effective and positive classroom management is evident", "The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored."

Student focus group discussions about the use of PBL across the school as a way improving students behaviour indicated that our students understand the school core values and like to strive towards success in order to be motivated both intrinsically and extrinsically. Students indicated they understand the logical consequences for poor behaviour and like having the behaviour flowchart and matrix as visuals to assist their understanding.

The Tell Them From Me survey data indicates staff reported an increase in all areas compared with 2021. There was ^ 0.4 inclusive school, ^ 0.3 Leadership, ^ 0.6 Parent involvement, ^ 0.4 Collaboration, ^ 1.1 Data informs practice and 0.4 quality feedback. 93% staff believe the school leaders lead improvement and change across the school and 88% of staff believe the leadership team communicates the strategic vision of 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.