

2023 Annual Report

Lawson Public School



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Introduction

The Annual Report for 2023 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.

School contact details

Lawson Public School

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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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Delivering
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.

Develop a learning community with all teachers implementing evidence-based professional practices to support all students reach their full potential.

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

Professional learning
AP Curriculum & Instruction
Per capita
QTSS release

Summary of progress

The school data was modified to align with the Literacy progressions. Focusing on phonic knowledge and word recognition and understanding text comprehension. Years K- 6 teachers participated in analysing student learning data and plotting student learning data against the progressions on the data wall. Teams were allocated stage planning days to work collaboratively on curriculum, however this process needed to be modified. Teacher professional learning sessions were modified from weekly sessions to include stage collaborative practice each fortnight. Stage teachers now meet three times per term, led by their supervisor to consult with the data to determine next steps for teaching.

The impact of this modification and change to the data wall use has shown that 95% of staff regularly collaborated with the APCI to build data literacy skills and use. 100% of stage Assistant Principals reported that all teachers have been engaging in stage collaboration sessions effectively, resulting in consistency in teaching and learning programs across the school.

In this strategic direction for 2024 we will focus on improving teacher data literacy skills and processes for collecting and analysing data, resulting in improved student learning outcomes.

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 mean scaled score of Check In 2023 to compared to Check In 2023 for students in Years 3 and 5	The Check-in Assessment mean scale score indicates the percentage of Year 5 students achieving growth in numeracy has increased by 2.2% The Check-in Assessment mean scale score indicates the percentage of Year 3 students achieving growth in numeracy has increased by 9.6%
Reading: System negotiated target - Increase the mean scaled score of Check In 2023 to compared to Check In 2023 for students in Years 3 and 5.	The Check-in Assessment mean scale score indicates the percentage of Year 5 students achieving growth in reading has increased by 5.4% The Check-in Assessment mean scale score indicates the percentage of Year 3 students achieving growth in reading has increased by 14.6%
<i>School self-assessment of the elements</i>	School self-assessment of the elements 'Data Literacy' and 'Data Analysis'

'Data Literacy' and 'Data Analysis' indicates improvement from Delivering to Sustaining and Growing"

indicates improvement from Delivering to Sustaining and Growing

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

Low level adjustment for disability

Per capita

Socio-economic background

Integration funding support

English language proficiency

Refugee Student Support

Summary of progress

A whole school approach to wellbeing was achieved by embedding Positive Behaviour for Learning process and practices across the school. The PBL team worked collaboratively with all staff, students and parents to promote positive behaviour through the implementation of weekly behaviour focusses followed up with awards presented at assemblies and teacher led role plays.

An attendance was formed and worked alongside the attendance officer monitoring student attendance. Teachers were tasked with contacting families after two consecutive days of absenteeism which kept parents accountable which supported the improvement of students attendance across the school.

The proportion of students reporting a positive sense of wellbeing increased in all areas - Expectations for Success ^ 0.3 sitting at 7.8, Advocacy ^0.3 sitting at 7.5, and Sense of Belonging at School ^ 1% sitting at 89%.

In this strategic direction in 2024 we will embed Berry Street Trauma Informed Practice across the school. Ensuring we are continuing to address student wellbeing with a trauma informed lens.

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 increased by 20.4% to 63.2% in 2023.
Wellbeing: System negotiated target - Increase the proportion of students reporting positive wellbeing to 82.9% (lower bound system-negotiated target).	75.5% of students reporting positive wellbeing outcomes has decreased by 0.5% across the positive wellbeing measures of Expectations for Success, Advocacy and Sense of Belonging at School.

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
- Assistant Principal Curriculum & Instruction

Resources allocated to this strategic direction

Aboriginal background

Per capita

QTSS release

AP Curriculum & Instruction

Professional learning

Summary of progress

This year the school focused on strengthening and refining practices already in place to improve community engagement, focusing on students who identify as Aboriginal and on parent communication. All students who identify as Aboriginal had a Personalised Learning Pathway written by their classroom teacher in collaboration with their family and key stakeholders. Chris Tobin and other Aboriginal Elders were invited into the school regularly, including for NAIDOC week and Presentation Day. Through this, all students were given the opportunity to participate in meaningful, relevant cultural lessons. All staff were also upskilled in their knowledge of Aboriginal culture in a Teacher Professional Learning session.

2023 was the first year we employed an APCI (Assistant Principal Curriculum and Instruction). They worked closely with teachers and executives to collect baseline data around students learning needs, assessment procedures and data analysis. They delivered professional learning sessions around evidence based explicit teaching methods in numeracy and literacy. LEED concluded in 2022.

In this 2024 we will continue to embed high expectations culture for Aboriginal students through engagement with local Aboriginal elders, revitalisation of the Bidjiwong crew and active participation in AECG. We will focus on fostering and nurturing meaningful, quality relationships with parents and community members, specifically in informing families about their child's academic, social and emotional development.

The APCI will focus on improving data literacy across the school through teacher professional learning, team teaching and collaborative practice and feedback

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 "Instructional Leadership" and "High Expectations Culture" indicate improvement from <i>Sustaining and Growing to Excelling</i> .	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the elements of "Instructional Leadership" and "High Expectations Culture" has remained at sustaining and growing.
There is a 10% 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 survey results indicate an increase of 22%, from 88% to 100% in the percentage of Aboriginal students agreeing or strongly agreeing that teachers have a good understanding of Aboriginal culture. 100%

<p>There is a 10% 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.</p>	<p>Them From Me survey results indicates a slight decrease of 4%, from 88% to 84% 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.</p>
<p>There is an increase in the mean score of parents reporting that they feel welcome at the school - TELL THEM FROM ME survey from 7.3 to be equal to or greater than the NSW Government mean score of 7.4</p>	<p>Tell Them From Me data mean score of parents reporting that they feel welcome at the school is 8.4. This is greater than the NSW Government mean score of 7.4.</p>
<p>There is an increase in the mean score of parents reporting that they are well informed - TELL THEM FROM ME survey from 6.4 to be equal to or greater than the NSW Government mean score of 6.6.</p>	<p>Tell Them From Me data mean score of parents reporting that they feel welcome at the school is 6.2, an improvement of 0.1% from the previous year. This is lower than the NSW Government mean score of 6.6.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$666.74</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • release time for staff to provide targeted support to students, including mentoring and tutoring <p>The allocation of this funding has resulted in the following impact: Our Learning and Support Teacher has improved the communication with refugee families, creating links with school and home through utilizing the Henry Parkes Resource Centre and increasing the sense of belonging refugee families have with our school.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: in 2024 we will continue to utilize the resources from Henry Parkes Resource Centre and support our refugee families to connect with our school.</p>
<p>Integration funding support</p> <p>\$127,981.00</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 • A Whole School Approach to Attendance <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students achieved growth towards relevant academic, social, and physical goals detailed in their Personalised Learning and Support Plan. For example one particular student increased their rates of attendance at school from an average of 78% per term increasing to 93.4% in Term 4 2023.</p> <p>After evaluation, the next steps to support our students will be: Next year, we will continue to use IFS funding to support students wellbeing needs. This includes providing students with one to one support with the aim to increase their learning outcomes and attendance.</p>
<p>Socio-economic background</p> <p>\$29,234.40</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>

<p>Socio-economic background</p> <p>\$29,234.40</p>	<ul style="list-style-type: none"> • A Whole School Approach to Wellbeing • A Whole School Approach to Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Student access to breakfast in the mornings has increased student attendance rates at school on Mondays, Tuesdays and Fridays.</p> <p>After evaluation, the next steps to support our students will be: We will continue to offer a breakfast club 3 x per week to ensure all students have access to a healthy breakfast.</p>
<p>Aboriginal background</p> <p>\$29,646.90</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> <ul style="list-style-type: none"> • Community Engagement <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 deliver personalised support for Aboriginal students • 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: All Aboriginal students have a Personalised Learning Pathway (PLP) which is written in conjunction with parents/carers to map learning and cultural goals for students. Every PLP has been evaluated in Semester 1 and Semester 2. 100% of students have demonstrated progress towards their personalised learning goals with 20% exceeding these goals and being identified as target students in the literacy extension program.</p> <p>After evaluation, the next steps to support our students will be: We will continue to prioritise the PLP process so that all students progress towards their goals. In addition to this we will allocate funds to engage community members to instill knowledge in our school community throughout the year.</p>
<p>English language proficiency</p> <p>\$26,204.22</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"> • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$26,204.22</p>	<p>The allocation of this funding has resulted in EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs).</p>
<p>Low level adjustment for disability</p> <p>\$135,644.08</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"> • 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 classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The development of the wellbeing policy ensured that all students needs are met. The school values, practices and policies to align with the DOE policy. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Funding provided additional SLSO support for students with additional needs.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$22,726.60</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"> • Data Skills and Use • Collaborative practice and feedback • Assistant Principal Curriculum & Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of English lessons through completing Initialit training, resulting in improved internal student results. Berry Street PL has provided staff with skills to ensure we meet the needs of students with complex backgrounds.</p> <p>After evaluation, the next steps to support our students will be: Through the work of the APCI, all staff to engage in personalised and targeted professional learning in the form of mentoring and co-teaching. All staff to be training in Berry Street education model and combine this</p>

Professional learning \$22,726.60	training with our wellbeing focus.
QTSS release \$46,755.36	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice 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"> • Data Skills and Use • Collaborative practice and feedback • Assistant Principal Curriculum & Instruction <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 • 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: Regular ongoing time to collaborate in stages and year groups with the APCI to improve staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment.</p> <p>After evaluation, the next steps to support our students will be: In 2024, continue to use this model and support staff to collaborate regularly and increase their content knowledge and confidence with implementing new curriculum.</p>
COVID ILSP \$56,049.75	<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 2023.</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	115	119	117	124
Girls	88	79	81	82

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.4	90.8	87.1	90.6
1	94.4	92.6	85.6	91.5
2	95.0	91.6	88.2	88.7
3	93.6	94.1	83.1	91.0
4	93.7	89.5	86.2	87.3
5	92.8	91.0	83.7	90.9
6	92.7	88.8	85.2	90.7
All Years	93.8	91.1	85.6	90.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.8
Classroom Teacher(s)	10.41
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Counsellor	0.6
School Administration and Support Staff	6.42

*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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	191,746.19
Revenue	3,531,301.58
Appropriation	3,418,471.96
Sale of Goods and Services	3,465.03
Grants and contributions	100,495.89
Investment income	8,266.20
Other revenue	602.50
Expenses	-3,573,693.64
Employee related	-3,253,541.79
Operating expenses	-320,151.85
Surplus / deficit for the year	-42,392.06
Closing Balance	149,354.13

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.

	2023 SBAR Adjustments (\$)
Targeted Total	90,290
Equity Total	220,730
Equity - Aboriginal	29,647
Equity - Socio-economic	29,234
Equity - Language	26,204
Equity - Disability	135,644
Base Total	2,551,749
Base - Per Capita	55,784
Base - Location	0
Base - Other	2,495,964
Other Total	338,629
Grand Total	3,201,396

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student and teacher satisfaction information is gathered through Tell Them From Me (TTFM) data, Positive Behaviour for Learning (PBL) data and google form surveys. As part of our ongoing practice we collected data on various topic relating to school satisfaction throughout the year. The Tell Them From Me survey results showed that Parents/caregivers feel welcome at Lawson Public School. The data showed parents/caregivers highly rated the following:

I feel welcome when I visit the school. 8.5

Teachers listen to concerns I have. 8.5

I can easily speak with the school principal. 8.2

Written information from the school is in clear, plain language. 8.8

I am well informed about school activities.

Parents/caregivers TTFM data also showed a 0.4 uplift in the area of education inclusion. They expressed they feel the Lawson Public School is inclusive of all people and demonstrates a strong awareness and advocacy for inclusive practices.

The Student Representative Council - a body of students elected by their peers - met each week with an Assistant Principal and engaged in discussions about school satisfaction. The TTFM data shows that students reported an uplift of 6% in interest and motivation at school. Showing that students are interested and motivated to learn.

Staff engaged with regular google form surveys seeking their thoughts and opinions on particular educational topics. Staff participated in the self assessment tool which compared our school and processes to the school excellence framework. Staff aligned the school to the sustaining and growing domains for all three domains. Staff identified the school as sustaining and growing - excelling in the area of community satisfaction "The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community". Data also shows that staff feel that "The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored".

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.