2009 Annual School Report
Lawrence Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
The school’s enrolment at the end of 2009 was 78 including 34 girls and 44 boys. The students were in four classes.

Staff
A teaching principal and three other classroom teachers support the students. Other staffing allocations consist of:

- a librarian / release teacher
- a learning support officer
- a school administrative manager
- a school administrative officer
- a general assistant
- a school cleaner

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Programs that supported the students in 2009:

- the Priority Schools Program provided funding to support literacy and numeracy,
- in student welfare a Kindergarten Buddy program and a Peer Support program,
- participation in the Australasian and North Coast Maths Olympiad, the Premier’s Debating Challenge, Reading Challenge, Sporting Challenge and Spelling Bee,
- introduction of interactive whiteboards and more computers in classrooms and
- the part-time staffing component was used to support mathematics in every classroom.

Student achievement in 2009
In Year 3 NAPLAN fifteen students sat for the tests held in May. 93% of students achieved Band 3 or higher in numeracy and overall literacy.

In Year 5 NAPLAN 18 students sat for the tests in May. 100% of students achieved Band 5 or higher in numeracy. 95% of students achieved band 5 or higher in overall literacy.

Messages

Principal’s message
2009 has been a very productive year here at Lawrence Public School. The entire school community of students, staff and parents have combined to ensure that the best possible opportunities were available for the students.

I would like to thank all of the devoted and enthusiastic school staff for their support and assistance throughout the year. From the teaching staff continually striving to ensure that every child achieves to their full potential, to the office staff ensuring that the administrative side of the school functions smoothly, we are a lucky school to have such a hard working staff.

To the parent community and the P&C, many thanks for your continued support of the school. Parents have assisted in numerous ways including classroom support, sporting activities, the Active Schools program, travel to events at different venues, working in the canteen, fundraising and gardening. This support benefits the students and the school considerably.

‘Always Your Best’ is our school motto and this is something that all staff members are continually striving to achieve with the students. Students have accomplished many things academically, culturally and sporting.

In the academic area students have once again achieved some excellent results in the National Assessment Program Tests for Year 3 and Year 5. Six Stage 3 students competed in the North Coast Maths Olympiad, the debating team competed in the Premier’s Debating Challenge, students participated in World Maths Day activities, four students represented the school in the Regional finals of the Premier’s Spelling Bee and fifty percent of students took part in the Premier’s Reading Challenge this year compared to only ten percent last year. In classroom assessments students have demonstrated positive growth in results for both Literacy and Numeracy.

Lawrence Public School continued to excel in the sporting arena. As well as general school sporting and daily fitness activities students competed in swimming, cross country, athletics and team sports. Students attained the level of Mid North Coast Zone in swimming and cross country, and State level in athletics. Students competed in Knockout competitions for cricket, soccer, and touch football. They also participated in the Premier’s Sporting Challenge, Gala days for soccer, the inaugural Clarence Valley Handball Championships and a Stage 3 Surf Awareness
The Active Schools program continued this year providing students with regular fun and fitness activities and fabulous sporting equipment.

A highlight this year was the school musical which included all students from Kindergarten to Year 6. Students acted, sang and danced as well as helping to create props and costumes. All of the boys in the school performed an item from the musical at the Small Schools’ Big Impact concert. The choir and guitar students competed at the Grafton Eisteddfod. Congratulations to the guitar group who won their section. Creatively the whole school was involved in percussion, dance and singing as a part of their class programs in music. In addition to each class’s art and craft program, students entered work in the Grafton and Maclean shows and the Lawrence Flower show.

Professionally the staff have been involved in further training in Quality teaching, computers and technology, Literacy, Maths and DET mandatory training. Staff training is reflected in class programs, student learning activities and improved student outcomes.

Students have had a variety of learning experiences including an Environmental focus day, a Values focus day, Clean-up Australia day, Buddy Reading each term and National Tree day. The school became a Water Wise school participating in activities to promote saving water at home and at school. These special days gave students an opportunity to work in their Peer Support groups and have fun while learning.

The Peer Support program continued with students from Year 5 and 6 trained as leaders who worked with their group each week focusing on lessons based upon our school values. The Student Representative Council organised by Mrs Hamilton met on a regular basis and involved students from each class for one semester organising activities and fundraising events for the school.

Excursions included visits to Kindilan Outdoor Education Centre for Stage 3 students, to Maclean for an Emergency Services Expo for Years 3-6 and to Grafton for an Indigenous Games Day for Stage 2. Visiting shows included the National Parks & Wildlife Cane Toad show, It’s A Mad World performance, an Astronomy show and the Life Education Van.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Robyn Urquhart
Principal

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**P&C message**

The P&C have had a successful 2009, fundraising $6 000. Thanks to the committee members and volunteers for organising and supporting these fundraising events. In supporting our school the P&C have allocated funds towards a new large sun shade, a high tech keyboard, bus hire, library books, awards, school security, canteen operations and sporting team shirts.

The P&C have fruitfully operated the school canteen through the year providing healthy fresh food for the students and teachers. Special thanks to the Canteen Coordinators Jo Cook and Natalie Ensbey. Thank you also to the parents who have supported the canteen with cooking and serving duties.

Fundraising events held included operating the gate at the Maclean Rodeo, Pancakes in the Park, 100 club competitions, Mother’s and Father’s Day stalls, cake stalls, sausage sizzles, pie and lamington drives, a Christmas raffle and a market day. These funds will all go back into the school to improve our children’s education.

The P&C were also donated a six burner bbq from Bunnings and a BMX bike from Grafton Air Conditioning.

P&C fundraising is only as successful as the time volunteers can put towards these events. I would encourage all parents to continue participating in future fundraising for the ongoing benefit of all Lawrence School students.

The P&C held monthly meetings during the year and appreciate Principal Robyn Urquhart’s attendance and providing comprehensive updates on current school activities and issues. The P&C would encourage members, new parents, caregivers and citizens to attend future meetings to bring new ideas, discuss fundraising and generally support school programs.

I would like to thank the school’s teaching and support staff for another excellent year and for the support given to the P&C. A P&C would not function without the participation of its members, particularly the hard work done by the committee: Secretary Tina Vitolins, Treasurer Wendy Campbell, canteen Coordinators Jo Cook and Natalie Ensbey, Ladies Club Coordinator Michelle Power-Casson, Uniform Coordinator Deanne Shannon.

Rod Ensbey
P&C President
Student representative’s message

This year as School Captain has been a great experience for both of us. We have had to be role models for the other students and lead by example.

Our Student Representative Council has been busy fundraising for various charities including Stewart House, the Heart Foundation, Cancer foundation, the Victorian Bushfire appeal and Samoa/Sumatran Aid. They also helped to organise our annual Clean Up Day and National Tree Day.

All students participated in many sports here at school and at representative level. Stage 3 students travelled to Kindilan for their annual excursion and we had fun focus days looking at Values and the environment.

Everyone was involved in our fantastic school musical Billabong Prank. We all had great fun acting and singing on the big stage.

Bre-Anne Derley and Gregory Wheadon

School Captains

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>48</td>
<td>46</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>38</td>
<td>36</td>
<td>32</td>
<td>35</td>
</tr>
</tbody>
</table>

Student enrolment profile
Management of non-attendance
The Education Act 1990 establishes that parents of children of compulsory age are legally responsible for their regular attendance at school. Schools have a responsibility for supporting parents by implementing appropriate procedures for promoting and monitoring attendance.

At Lawrence Public School we ensure that all procedures in regards to attendance are closely adhered to and we work collaboratively with the support of the Home School Liaison officer to encourage the full participation of all students in education.

The procedures include daily roll marking, partial attendance registers, notes and communication with families, phone calls and letters regarding student attendance and regular student attendance reviews.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>1</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>1-2</td>
<td>2</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>3-4</td>
<td>3</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>3-4</td>
<td>4</td>
<td>13</td>
<td>28</td>
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<tr>
<td>5-6</td>
<td>5</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>5-6</td>
<td>6</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>K</td>
<td>K</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

Structure of classes
The school had four classes this year, comprising Kindergarten, Year 1/2/3, Year 3/4 and Year 5/6.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
</tr>
</tbody>
</table>

There are no Indigenous staff members working at the school.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>


Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>59 673.37</td>
</tr>
<tr>
<td>Global funds</td>
<td>60 995.18</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40 275.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19 378.78</td>
</tr>
<tr>
<td>Interest</td>
<td>2 422.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7 547.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>190 292.91</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>6 240.44</td>
</tr>
<tr>
<td>Excursions</td>
<td>6 482.55</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9 003.32</td>
</tr>
<tr>
<td>Library</td>
<td>1 218.60</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 398.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>49 342.35</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7 313.02</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>23 684.24</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8 799.43</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3 236.90</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7 712.69</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>125 431.61</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: 64 861.30

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

At Lawrence Public School all students are offered a variety of opportunities and experiences to develop their skills, knowledge and understandings in the arts.

The whole school was involved in singing, dancing and percussion as a part of their class programs. Each class regularly performed items at the fortnightly school assembly. Our choir and guitar groups competed at the Grafton Eisteddfod in the Small Schools’ sections and the guitar group won their section.

In term 3 students performed in our whole school musical ‘The Billabong Prank’. Every child was involved in the musical either singing in their class song or as an actor with a speaking role. Students, parents and staff helped to create costumes, design sets and props. The musical was performed at the Grafton Community Centre with full lighting and sound and was a great success.

The Small Schools’ Big Impact Concert was also held in term 3. All of the boys in the school performed the item ‘Troopers Are We’ from the musical. Having a boys only item was a first for the concert.
Students entered a variety of competitions including the Maclean show, Grafton show and Lawrence Flower show.

**Sport**

Students of all ages from Kindergarten through to Year 6 are encouraged to participate in a variety of sporting activities throughout the year. A comprehensive school program aims to cater for all students’ needs and their differing levels of sporting skill.

In Term 1 swimming and the cross country were the main focus. The school swimming carnival involved students from 8 years of age. The carnival involved age races in all swimming styles as well as a parent versus student race.

The champion swimmers from the carnival were:
- Senior Boy – Nic Eddy
- 11 Year Girl – Laura Bolton
- 11 Year Boy – Thomas Lancaster and Daemon Power-Casson
- Junior Girl – Zara Tabor
- Junior Boy – Rhys Watterson

The winning house was Hawks.

Twenty three students qualified to compete at the Small Schools’ Time Trials. Congratulations to Thomas Lancaster who was the 11 Year Small Schools’ Champion. Nineteen students competed at the Clarence District carnival and Zara Tabor qualified to compete at the Mid North Coast Zone carnival.

Students competed in the school’s Cross Country in April. The champions were Kimberley Ugle and Gabe Wheadon 8/9 Years, Dolly Daley and Connor Sanderson 10 Years, Laura Bolton and Jamie Van Pletzen 11 Years, and Nic Eddy Seniors.


In athletics students competed at all levels including School, Small Schools’ District, Clarence District, Mid North Coast Zone, North Coast and State.

Our school athletics champions were:
- Minor Girl – Kasey Shannon
- Minor Boy - Hayden Ensby
- Junior Girl - Dolly Daley
- Junior Boy – Gabe Wheadon
- 11yrs Girl – Talaraha Daley
- 11yrs Boy – Daemon Power-Casson
- Senior Boy – Gregory Wheadon

The winning house was Hawks.

At the Small Schools’ Athletics carnival Jade Tapfield was Minor Girl Champion, Dolly Daley was Junior Girl Champion and Gabe Wheadon was Junior Boy Champion.

Twelve students competed at the Clarence District PSSA athletics. Kimberley Ugle, Braidy Power-Casson, Gabe Wheadon, Dolly Daley, Daemon Power-Casson, Georgia Wheadon and Talaraha Daley qualified to compete at the Mid North Coast Athletics Carnival. Dolly Daley and Braidy Power-Casson went on to compete at North Coast and State level.

The students also competed in a number of PSSA Knockout teams including cricket, touch footy and boys, girls and mixed soccer.

Gala days involved quite a few students playing Austag and soccer in Grafton and Maclean. All of the teams were successful in their competitions.

Individual students have also excelled this year including Nic Eddy and Daemon Power-Casson trialling for the Mid North Coast cricket team, Amy Harrison trialling for the Mid North Coast soccer team and Nikki Plint and Tanika Maycock competing in the All Schools Equestrian Challenge.

A group of students competed in the inaugural Clarence Valley Council Handball Championships. Our school champions were Stage 1 Lindi Martin and Braidy Power-Casson, Stage 2 Dolly Daley and Connor Sanderson, Stage 3 Amy Harrison and Gregory Wheadon. Gregory won the Stage 3 Boys champion of the Clarence Valley.

The school was also involved in the Premier’s Sporting Challenge, an Indigenous Games Day, a Surf Awareness Day held at Minnie Water, Lower
Clarence Soccer Carnival, Rugby League and soccer skills workshops and the school swimming scheme.

Debating

Senior students again participated in the Premier’s Debating Challenge. Two debating teams consisting of Lauren Sanderson, Alex Van Pletzen, David Kitchener, Greg Wheadon, Bre-Anne Derley, Jamie Van Pletzen, Thomas Lancaster and Nic Eddy debated against Maclean PS, Iluka PS and Gulmarrad PS in a day of debating. The students debated extremely well.

North Coast Maths Olympiad

A team of six students competed in the North Coast Maths Olympiad held in term 3 in Grafton. David Kitchener, Thomas Lancaster, Lauren Sanderson, Jamie Van Pletzen, Shaun Vitolins and Greg Wheadon were involved in a series of maths tasks culminating in a presentation day. Their task focused on the use of maths in the water supply to the Shannon Creek dam. The students made a game, a photo story presentation, a children’s book and a presentation of information on the water supply in the Clarence Valley.

Premier’s Spelling Bee

Students from stage 2 and 3 competed in the school spelling bee in term 3. The school champion spellers for stage 2 Jesse Triggell and Shenika Shannon and for stage 3 Shaun Vitolins and Lauren Sanderson, competed in Coffs Harbour in the Zone finals.

Major School Excursion

The major school excursion for stage 3 students was to Kindilan Outdoor Education Centre. Students travelled by bus to the camp at Redland Bay. Students were involved in team building activities including canoeing, raft building, orienteering, low ropes and rock climbing.

National Competitions

Students from Year 3 – Year 6 competed in the Science, Mathematics, English, Spelling, Writing and Computer University competitions. The following students received awards:

- Distinction in Mathematics Shaun Vitolins; Credit Thomas Lancaster, David Kitchener, Jarrod Ensbey and Georgia Campbell.
- Distinction in English Shaun Vitolins; Credit Thomas Lancaster and Shenika Shannon.
- Distinction in spelling Shaun Vitolins and Lauren Sanderson; Credit Liam Cook and Shenika Shannon.
- Distinction in writing Shenika Shannon; Credit Georgia Campbell.
- High distinction in computers Shaun Vitolins; Distinction Thomas Lancaster; Credit David Kitchener, Shenika Shannon and Georgia Campbell.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

| Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009 |
|---|---|
| Reading | 93 |
| Writing | 100 |
| Spelling | 100 |
| Punctuation and grammar | 93 |
| Numeracy | 93 |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 5 students achieving at and above minimum standard |
|---|---|
| Reading | 100 |
| Writing | 100 |
| Spelling | 100 |
| Punctuation and grammar | 100 |
| Numeracy | 100 |

Multicultural education
South America was the focus of a multicultural unit taught in Human Society and Its Environment (HSIE) lessons. The lessons emphasised tolerance and understanding of different cultures.

During the lessons the students learnt:
- about some common characteristics that all people share, as well as some of the differences;
- to describe the cultural, linguistic and religious practices of another community;
- to describe different viewpoints, ways of living, and belief system; and
- to describe different cultural influences and their contribution to the Australian identity.

Significant programs and initiatives

Aboriginal education
The school’s teaching programs educate all students about Aboriginal history and culture and contemporary Aboriginal Australia. The programs focus on key issues relating to reconciliation, improving relationships, understanding country, valuing culture and sharing history.

Aboriginal perspectives are presented across all areas of the curriculum and are not taught in isolation.

The school library has continued to purchase library books and teaching resources focusing on Aboriginal culture and history.

In 2009 the school continued its membership of the Dare To Lead project. This enables staff to keep abreast of any new resources and activities in Aboriginal Education.

Priority Schools Program
The PSP allocation has assisted students, parents and staff to work closely together to improve student outcomes in Literacy and Numeracy. Funds were used to purchase resources for literacy programs including guided reading material, home reading material, visual literacy resources, writing and spelling resources.

Students were involved in the Premier’s Debating Challenge as a component of the Talking and Listening strand, and the Premier’s Spelling Bee. All students in the school were involved in buddy reading with the older students reading with the
younger students each term. Stage 3 students were involved in the design and publication of the annual school magazine and each student published a piece of work for the magazine.

Stage 3 students competed in the Australasian Problem Solving Maths Olympiad and the North Coast Maths Olympiad. The whole school was involved in World Maths Day activities. Numeracy resources were purchased to support classroom and small group numeracy activities.

To further promote the systematic and explicit teaching of literacy and numeracy integrating technology, and to improve student engagement, an interactive whiteboard camera was purchased.

Staff professional learning included the ‘Getting Ahead in Numeracy’ program, ‘Beginning in Literacy and Numeracy’ program, Literacy and ICT course, various Quality teaching courses, Criterion Marking, and the Quality Teaching conference.

Parent workshops were held focusing on explaining the NAPLAN and how to support your child at home on computers with useful websites for supporting literacy and numeracy.

An intervention program for students in Year 2 and 3 with low literacy levels, working on a one to one and small group basis, has operated this year.

The staffing supplement was used to support Literacy groups throughout the school. Small groups of students were targeted in every class.

In the K, Year 1/2/3, 3/4 and 5/6 class students with lower literacy levels were supported with the classroom teacher working closely with the support teacher to align programs.

Progress on 2009 targets

Target 1

80% of students achieve stage based outcomes/foundation statements in Writing

To increase the number of students in the top bands of NAPLAN writing from 38% to 60% by 2009

Our achievements include:

- 85% of students achieved stage based outcomes in school based writing assessment.
- 79% of Year 3 students achieved Band 4 or higher in writing.
- 50% of Year 3 students achieved Band 5 or 6 in writing.
- 61% of Year 5 students achieved Band 6 or higher in writing.
- 17% of Year 5 students achieved Band 7 or 8 in writing.

Target 2

80% of students achieve stage based outcomes/foundation statements in mathematics strand of working mathematically

To increase the number of students in the top bands of NAPLAN number & patterns and algebra from 26% to 60% by 2009

Our achievements include:

- 80% of students achieved stage based outcomes in the working mathematically strand.
- 71% of Year 3 students achieved Band 4 or higher in number and patterns & algebra.
- 50% of Year 3 students achieved Band 5 or 6 in number and patterns & algebra.
- 78% of Year 5 students achieved Band 6 or higher in number and patterns & algebra.
- 50% of Year 5 students achieved Band 7 or 8 in number and patterns & algebra.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of teaching and writing.

Educational and management practice

Teaching

Background

An evaluation of teaching was conducted as a part of our ongoing focus to continually improve school structures. All students and staff were surveyed at school. The school map ‘Best Practice Statement for Teaching’ and the ‘Quality teaching in NSW public schools’ documents were used to guide future planning in this area.

Findings and conclusions

All students and staff at the school were surveyed.

- 99% of students believed that what they were asked to learn was important.
- 89% of students agreed that their teachers plan interesting lessons that help them to learn.
- 95% of students believed that the teachers know what they can do and what their needs are.
- 85% of students knew how their learning would be assessed.

All staff believe that the students are provided with a relevant curriculum and that teaching programs usually respond to students’ needs and abilities. Teachers indicated that they maintain records of student progress. Most teachers agreed that the assessment processes provide information on students’ strengths and areas for further development.

Future directions

After analysing the data the school will continue to provide a rich, stimulating and challenging environment for the students. It will be important to provide students with information in regards to how they will be assessed. Staff will continue to focus on providing Quality teaching in the classroom and focusing on students’ needs.

Curriculum

Writing

Background

The purpose of the evaluation of writing was to enable the staff to evaluate programs used in the school and set directions for future planning. A survey of parents, students and staff was conducted. Staff also focused on the ‘Towards Best Practice in K-6 English document.

Findings and conclusions

76 students were surveyed at school and 27 families returned their survey.

- 97% of students and 100% of parents believed that writing is an important subject.
- 94% of students and 96% of parents agreed that the students’ writing had improved this year.
- 91% of students and 85% of parents stated that they knew about the different text types in writing.
- 86% of students enjoyed writing in PAWS time and 92% of parents believed that PAWS time was beneficial for their child. (PAWS - pause and write something)

Staff surveys indicated they believed writing was an important subject and that they had seen improvement in their students’ writing over the year. The PAWS program had been beneficial and made the teachers focus more on writing lessons. All teachers agreed that a variety of text types were taught in their classrooms and their teaching skills in writing had improved with the greater focus.

Future directions

In 2010 the school focus on writing with the PAWS program will continue. Spelling in writing will be a major school target and a variety of strategies have been developed to implement this target. (Note: see 2010 Targets for more information)

A parent workshop in literacy with an emphasis on writing will be offered in 2010. Information in newsletters will continue next year.
Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. 47% of surveys were returned from 49 families.

Their responses are presented below.

- 100% of parent surveys indicated that the school had successfully focused on physical education.
- 93% of parents indicated that the school had successfully focused on literacy and numeracy.
- 84% of parents indicated that the school had successfully focused on Science and Technology and HSIE.
- 80% of parents indicated that the school had successfully focused on creative arts and excursions.
- 71% of parent surveys indicated that the school had successfully focused on student welfare

General comments from parents included: happy with the school, wonderful music, good job with literacy and numeracy, more maths, more girl’s sport, less sport, continue with spelling bee, enjoyed major excursion, more excursions for younger students.

Parents were asked what they wanted for their child. Comments included: to be happy and healthy, a safe environment, able to learn to the best of their ability, be confident to express themselves and learn values.

Staff surveyed indicated that 100% believed that the school targets had been achieved.

Professional learning
Our school motto ‘Always Your Best’ underpins our Quality teaching (QT) practices. All staff place a high regard on their professional learning in pursuit of excellence.

During 2009 staff have participated in a variety of professional activities with a focus on Quality teaching.

In term 1 two staff members attended the North Coast Quality Teaching Conference. The early stage 1 teacher attended the ‘Beginning in Literacy and Numeracy’ course which was held each term and completed the Best Start training. In numeracy the stage 2 teacher attended the ‘Getting Ahead in Numeracy’ course which was also held each term. A teacher also attended a two day workshop on the Live Life Well program.

For the term 2 staff development day (SDD) most of the teaching staff received training in using the interactive whiteboard and technology in the classroom. One staff member attended a film making course. The term 3 SDD focused on developing a whole school scope and sequence based on the COGS units.

The term 4 SDD days focused on reviewing and updating the Student Welfare policy, CPR training and Keep It Safe training.

All staff members were involved with other small schools in developing numeracy lessons focusing on using interactive technology after receiving training in the use of the interactive whiteboard.

Staff participated in mandatory DET training including Child Protection, Anaphylaxis, CPR, first aid and asthma. Various staff members were also involved in criterion writing, Indigenous sport, a visual arts course, Anti racism course and Quality teaching courses. Fortnightly staff meetings focus on professional development.

School development 2009 – 2011

Targets for 2010

Target 1

To increase the number of students achieving 12 months growth or more in the South Australian Spelling Test from 37.5% in November 2009 to 60% in November 2010.

Strategies to achieve this target include:
- Continue focus on writing including PAWS time a minimum of 3 times per week
- Set timetable for spelling activities daily - SASSY time (Stop and Spell Something Yourself)
- Teachers to use DET Literacy resources
- North Coast Spelling activities set up for class lessons
• Whole school spelling program
• Spelling Bee for class, school and Premier’s Spelling Bee
• Individual class dictionaries for students to use

Our success will be measured by:
• South Australian spelling test results
• North Coast spelling test results
• Weekly spelling test results shown on class charts
• Spelling rules assessment each term
• Spelling Bee results for Year and School
• List word story assessment

Target 2

To increase student results in the measurement strands from 39% to 55% in Stage 2 Diagnostic tests by November 2010.
To increase student results in the measurement strands from 49% to 60% in Stage 3 Diagnostic tests by November 2010.

Strategies to achieve this target include:
• Timetabled weekly practical measurement activities in each class
• Resources organised to allow classes to easily participate in practical activities
• Use of PPT component to support practical measurement activities in class
• Maths Measuring Gala Day
• Weekly numeracy information for parents in newsletters
• Parent workshops on helping with Numeracy
• Integration of smart board in mathematics lessons
• Year 5/6 students compete in Australasian Maths Olympiad and North Coast Olympiad

Our success will be measured by:
• Weekly maths facts (times tables / number combinations) tests results
• Term tests all strands in all classes
• Diagnostic stage test results
• CMIT assessment K-2

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: