Our school at a glance

Students

The school’s enrolment at the end of 2008 was 79 including 32 girls and 47 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
- two learning support officers
- 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 2008 include:
- Priority Schools Program provided funding to support literacy and numeracy
- In the student welfare area – a Peer Support program, anti-bullying, emotional intelligence and resilience program.
- Special focus days on values, mathematics, and science as well as celebrating National Reading Day with buddy reading.
- Participation in the North Coast Maths Olympiad, the Premier’s Debating Challenge and Reading Challenge and Tournament of the Times
- Technology used in all classrooms and the technology centre in the Library.
- The part-time staffing component was used to support mathematics in each classroom.

Student achievement in 2008

Literacy – NAPLAN Year 3

In overall literacy, reading, writing, grammar and punctuation 100% of students were in Band 3 or higher.

Numeracy – NAPLAN Year 3

In numeracy, number, patterns and algebra, and measurement, data, space and geometry 100% of students were in Band 3 or higher.

Literacy – NAPLAN Year 5

In overall literacy, writing and spelling 100% of students were in Band 5 or higher. In grammar 89% and in reading 76% of students were in Band 5 or higher.

Numeracy – NAPLAN Year 5

In numeracy and number, patterns and algebra 89% of students were in Band 5 or higher. In measurement, data, space and geometry 76% of students were in Band 5 or higher.

Messages

Principal's message

It has been a terrific year here at Lawrence Public School in 2008. Students, staff and parents have combined to ensure that the school has achieved in many different ways.

In the academic area students have achieved excellent results in the National Assessment Program Tests for Year 3 and Year 5, Stage 3 Maths Olympiad students received the People’s Choice award, a Stage two student received Junior champion for the Tournament of the Times competition, the debating team competed in the Premier’s Debating Challenge and classroom assessments have shown positive growth in results for Literacy and Numeracy. In the ‘N.S.W. University International Competitions and Assessments for Schools’ students received distinctions in Mathematics and Spelling, and credits in Spelling, Writing, English, Computer and Mathematics.

Creatively the whole school was involved in percussion, keyboard, recorder, dance and singing as a part of their class programs in music. In addition to each class’s art and craft program, students have entered work in the Grafton and Maclean shows, the Lawrence Agfair, the Lawrence Flower show, Dymocks Golden Paw Awards, the Small Schools Art Gallery Exhibition and the Clarence Valley Multicultural Festival of 5 Senses “Multicultural Building Bridges” school art competition.

In the sporting arena students again excelled in swimming, cross country, athletics and team sports. Students attained the levels of Mid North Coast Zone in swimming, Mid North Coast Zone in Cross Country and State level in athletics. Students competed in Knockout competitions for cricket, soccer, netball and touch football. They also participated in Gala days for soccer, AFL, football and a Surf Awareness day.
Professionally the staff have been involved in further training in Quality teaching, computers and technology, Literacy, Maths, Science, CPR, asthma and DET mandatory training. Staff training is reflected in class programs, student learning activities and student outcomes.

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

P&C and/or School Council message
The P&C have had a successful 2008, fundraising $7,000. 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 school sign, bus hire, the Year 5/6 Sydney excursion, library books, awards, vegetable garden construction, worm farm, school security, canteen operations and sporting facilities.

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 Committee spokesperson Jo Cook for regularly attending P & C meetings providing updates and discussing canteen issues. Thank you also to the parents who have supported the canteen with cooking and serving duties. The canteen committee welcomes new volunteers to help out for the 2009 roster.

Fundraising events held through the year include operating the gate at the Maclean Rodeo, Pancakes in the Park on two occasions, Small Schools' Carnival canteen, 100 club competitions, together with Mothers and Fathers Day stalls, cake stalls, sausage sizzles and Discos. A Trivia night at the Lawrence Hall was also held this year, which turned out to be a major success and enjoyable evening. These funds will all go back into the school to improve our children’s education.

I would like to thank the schools’ 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- Ellen Moloney; Canteen Spokesperson- Jo Cook; Ladies Club Coordinator- Cathy Tabor; Uniform Coordinators- Belinda Walker and Camille Watterson.

This year marks the end of an era for a number of families who have had a long standing association with our P&C. The Moloney, Perriott, Munro, Panzram and Davis-Ward families will be leaving Lawrence Public School as the last of their children move onto high school. These families have been very involved in school and P&C activities and we would particularly like to thank them for their efforts over the years.

The P&C would encourage members, new parents, caregivers and citizens to attend future meeting, to bring new ideas, discuss fundraising and generally support school programs.

Mr Rod Ensbey P&C President

Student representatives’ message
This year all of the students have been involved in many activities at school as well as some exciting excursions. We have had Science and Maths Focus Days and a Values Day to launch our Peer Support program.

The Stage 3 students travelled to Sydney for one week in term 3 and Kindergarten – Year 4 students visited Grafton and the Lawrence Museum during the year.

Students have participated in sporting events including knockout competitions, athletic and swimming carnivals, cross country events, gala days and workshops here at school.

The Student Representative Council was very busy raising funds for Stewart House, the Cancer Council and the Westpac Rescue Helicopter. They also helped to organise Level ‘O’ fun days and pass on some good ideas to the teachers about the playground.

Abbie Connell and Luke Ensbey
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>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<td>Female</td>
<td>52</td>
<td>42</td>
<td>38</td>
<td>36</td>
<td>32</td>
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Student attendance profile

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<tr>
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<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
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<td>93.8</td>
<td>94.2</td>
<td>93.6</td>
</tr>
<tr>
<td>Region</td>
<td>92.9</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>3-4</td>
<td>3</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>3-4</td>
<td>4</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>5-6</td>
<td>6</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>K-1</td>
<td>K</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

Structure of classes

The school had four classes this year, comprising K/1, Year 2, 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

The school has one teaching Principal, three classroom teachers and one teacher Librarian. The teacher Librarian also fills the part-time and release from face to face components. Another teacher filled the PSP staffing component.

School administrative and support staff (SASS) includes one school administrative manager, one school administrative officer and one general assistant for one day a week.

Two learning support officers worked in a part-time capacity throughout the year.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>
Staff retention
Four of the permanent teaching staff from 2007 remained at the school in 2008. A new permanent appointment was made in term 1 and Mrs Kowal began at Lawrence PS in week 6. Mrs Kowal retired in 2008 and Mrs Creighton received a transfer at the end of 2008 for the 2009 year.

Staff attendance
Staff have access to leave entitlements such as sick leave. Due to privacy reasons and the small size of the school the average daily attendance rate for staff will not be disclosed.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<thead>
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<th>Date of financial summary:</th>
<th>30/11/2008</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>68 077.69</td>
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<tr>
<td>Tied funds</td>
<td>49 020.18</td>
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<tr>
<td>School &amp; community sources</td>
<td>24 499.40</td>
</tr>
<tr>
<td>Interest</td>
<td>6 173.47</td>
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<tr>
<td>Trust receipts</td>
<td>6 610.38</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>265 274.46</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 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.

2008 Staff
School performance 2008

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.

Throughout the year students have been involved in percussion, keyboard, recorder, dance and singing as a part of their class programs in music.

This year all students have been given the opportunity to perform at our fortnightly assemblies as a part of the Creative Arts program. Each class also performed an item at the annual Presentation Night.

Students entered work in a variety of competitions throughout the year. The following students were successful in the Maclean show:

First prize: Year 3 drawing - Yasmeen Walker,
Second prizes: Year 4 collage – Jamie Van Pletzen and Year 3 collage – Rhys Watterson.
Third prizes: Year 1 drawing – Ryan Murray, Year 4 – Tanika Maycock and Year 5 computer art – BreAnne Derley.

Highly commended: Kindergarten drawing – Ariana Smajstr, Year 2 painting – Brie Shannon, Year 5 computer art – Talaraha Daley, Year 6 computer art – Luke Ensbey.

At the Grafton Show second prizes were awarded to Lindi Martin – Year 1 paper craft and Brooke Kenny Year 2 drawing.

David Kitchener, Abbie Connell, Jayden Power-Casson and Dominic Perriott won third prize in the Multicultural Festival of 5 Senses “Multicultural Building Bridges” school art competition. The prize was $25.00 for the school towards art equipment.

Early in the year students from all classes entered the Dymocks Golden Paw Award. The awards are an initiative of the Foundation for National Parks and Wildlife to raise awareness of threatened wildlife with primary students. The school was lucky enough to win a Wild Tales book pack containing six beautiful books for the Library.

Students also submitted entries to the local Lawrence Flower show and Lawrence Agfair and received prizes in a variety of categories.

A display of art work by Dane Panzram, Rhys Watterson and Tayshan Townsend was entered in the Small School’s Big Impact art exhibition held at the Grafton Regional Gallery.

Visiting Art Show
Education officers from the Grafton Art Gallery visited the school with the Gallery Goes to School program. Students were involved in art appreciation and drawing activities.

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 was the main focus. The school swimming carnival involved all students from K-6. The carnival included age races in every style for the more experienced swimmers to fun novelty events for the non-swimmers and younger students.

The champion swimmers from the carnival were:
Senior Girl – Bridget Moloney
Senior Boy – Jayden Power-Casson
11 Year Girl – Abbie Connell
11 Year Boy – Charlie Munro
Junior Girl – Laura Bolton
Junior Boy – Daemon Power-Casson
The winning house was Eagles.
Twenty two students qualified to compete at the Small Schools’ Time Trials and sixteen students also competed at the Clarence District carnival.

Kerrod Tabor, Daemon Power-Casson, Jamie Van Pletzen and Thomas Lancaster who formed the junior boys relay team, as well as Abbie Connell and Dominic Perriott all qualified to compete at the Mid North Coast Zone carnival.

Students competed in the school’s Cross Country in April. The champions were Lindi Martin and Braidy Power-Casson Minors, Dolly Daley, Lucas Pirona and Gabe Wheadon 8/9 Years, Laura Bolton and Daemon Power-Casson 10 Years, Abbie Connell and Nic Eddy 11 Years, and Charea Burnett and Jayden Power-Casson Seniors.


Kyle Vitolins competed at the Mid North Coast Zone PSSA Cross Country.

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 - Kimberley Ugle
Minor Boy - Braidy Power-Casson
Junior Girl - Talaraha Daley
Junior Boy - Daemon Power-Casson
11yrs Girl – Abbie Connell
11yrs Boy – Greg Wheadon
Senior Girl – Bridget Moloney
Senior Boy – Mathew Ward

The winning house was Hawks.

Seventeen students competed at Clarence District PSSA athletics. At Mid North Coast Zone athletics the junior girls and senior boys relay teams competed as well as Charlie Munro, Dominic Perriott, Mathew Ward, Kyle Vitolins, Gerard Ugle, Jayden Power-Casson, Nic Eddy, Daemon Power-Casson, Talaraha Daley, Dolly Daley, BreAnne Derley, Georgia Wheadon and Tanika Maycock. Charlie Munro went on to compete at North Coast and State level for discus.

The students also competed in a number of PSSA Knockout teams including cricket, netball, touch footy and soccer. The netball team, soccer team and the touch footy team all had a loss in their first rounds. The cricket team made it through to the third round of the competition.

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

Individual students have also excelled this year including Andy Barrett for the MNC Rugby League team and Dominic Perriott and Jayden Power-Casson for the Mid North Coast Soccer Trials.

The school was also involved in a Surf Awareness Day held at Minnie Water, Lower Clarence Soccer Carnival, Rugby League and soccer skills workshops and the school swimming scheme.

North Coast Maths Olympiad

A team of six students competed in the inaugural North Coast Maths Olympiad held in term 3 in Grafton. Sharrae Doyle, David Kitchener, Charlie Munro, Dominic Perriott, Kyle Vitolins and Mathew Ward were involved in a series of maths tasks culminating a one day of presentation. Their task focused on the use of maths in the demolition industry. The students received the People’s Choice award.
Debating
Senior students again participated in the Premier’s Debating Challenge. The debating team of Abbie Connell, Sharrae Doyle, Kyle Vitolins and Mathew Ward debated against Grafton PS and Gulmarrad PS in a day of debating. The students debated extremely well and had a draw and two losses.

Major School Excursion
The major school excursion for stage 3 students was to Sydney. Students travelled by train leaving on Sunday evening and stayed in Sydney for the week. The students were on the go for the entire week visiting many places including Parliament House, the Maritime Museum, Sydney Aquarium, Taronga Zoo, Sydney airport, Sydney Harbour Bridge Pylon tour, Chinatown, Powerhouse Museum and Darling Harbour to name a few. All of the students had a fabulous trip and thoroughly enjoyed their visit to the state’s capital.

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 Adam Want, Thomas Lancaster, Mathew Ward and Kyle Vitolins

Credit in English Thomas Lancaster, Shaun Vitolins and Dominic Perriott

Distinction in Spelling Shaun Vitolins, Credit Kyle Vitolins, Liam Cook and Alex Van Pletzen

Credit in Writing Thomas Lancaster

Distinction in Computers Shaun Vitolins, Credit Kyle Vitolins and Bridget Moloney

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3
This year ten students sat for the NAPLAN tests. Their results are shown below in graph form and show comparisons to the school average 2005-2007 and the state average.
Percentage of students in bands:
Year 3 writing

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
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<td>3</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>60</td>
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Band | Percentage of students |
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<td>1</td>
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<td>5</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
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</tbody>
</table>

Percentage of students in bands:
Year 3 numeracy

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
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Band | Percentage of students |
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<td>5</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 5

This year eight students sat for the NAPLAN tests. When there are less than ten students graphs showing percentages in band are unable to be displayed. Trend data over the last five years demonstrates that Year 5 students have consistently achieved between Band 3 and Band 6 for Literacy.

Progress in literacy

Average progress in reading between Year 3 and Year 5

Average progress in numeracy between Year 3 and Year 5

Literacy – NAPLAN Year 5

This year eight students sat for the NAPLAN tests. When there are less than ten students graphs showing percentages in band are unable to be displayed. Trend data over the last five years demonstrates that Year 5 students have consistently achieved between Band 3 and Band 6 for Literacy.

Progress in numeracy

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 2008**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>100</td>
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<td>100</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>100</td>
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</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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<td>100</td>
</tr>
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<td>100</td>
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<tr>
<td>100</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>88</td>
</tr>
</tbody>
</table>

**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 2008 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.

Funding from the Department of Education, Employment and Workplace Relations (DEEWR) enabled the employment of a Learning Support Officer to provide support for Aboriginal students in the classroom focusing on literacy and numeracy skills. This was an extremely worthwhile and positive program for all of the students involved.

**Mural made by Year 2 for Reconciliation Week**

**Multicultural education**

China was the focus of a multicultural unit taught in Human Society and Its Environment (HSIE) lessons combined with the Olympics during 2008. 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.

**Respect and responsibility**

The school promotes respect and responsibility through reinforcing values in the classrooms and in the playground as a part of the student welfare program.

A planned sequence of classroom lessons focusing on resilience and respect, anti-bullying and the Peer Support program all combine to ensure values are an integral part of the school’s culture. A values day focusing on all the core values, led by the Peer Support leaders, was a great success.
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 and spelling resources.

Students were involved in the Premier’s Debating Challenge as a component of the Talking and Listening strand, and the North Coast Maths Olympiad. Stage 3 students were involved in the design and publication of the annual school magazine.

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 student engagement, an interactive whiteboard was purchased.

Staff professional learning included the ‘Numeracy in the Middle School’ program, ‘Keep Them Counting’ program, Patterns and Algebra course, various Quality teaching courses, Criterion Marking, and the Quality Teaching conference.

Progress on 2008 targets

Target 1

75% of all students will achieve Band 3 or higher in the BST for literacy

Our achievements include:

- 100% of Year 3 students achieved Band 3 or higher in overall Literacy
- 50% of Year 3 students achieved Bands 5 or 6 in overall Literacy
- 100% of Year 5 students achieved Band 5 or higher in overall Literacy
- 75% of Year 5 students achieved Band 6 or higher in overall Literacy

Target 2

75% of all students will achieve Band 3 or higher in the NAPLAN for numeracy.

Our achievements include:

- 80% of Year 3 students achieved Band 4 or higher in Numeracy
- 76% of Year 5 students achieved Band 6 or higher in Numeracy

Stage Diagnostic tests show all students demonstrated an improvement in all strands with total improvements ranging from 2 – 42 marks

SEN.A testing of K/1 students demonstrated an improvement of between 3 - 10 levels

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 2008 our school carried out evaluations of learning and Personal Development, Health and Physical Education.

Educational and management practice

Learning

Background

An evaluation of student learning was conducted as a part of our ongoing focus to continually improve school structures. All students and staff were surveyed at school.

Findings and conclusions

76 students were surveyed. Their results showed:

- 99% of students believed that the school expects them to do their best.
• 96% of students agreed that the school has good equipment to help them learn.
• 95% of students stated that they always try their best and take pride in their work.
• 92% of students thought that their teacher found new ways to help them to understand.
• 87% of students like to try new and different things in class.

Activities that students most enjoyed in PD/H/PE were team games, athletics, playing different sports, safety lessons and dancing. In Active schools students liked ball activities, batting and the kind helpers.

Staff surveys indicate that sporting equipment is adequate although more resources for the classroom would be beneficial.

A review of the school policy and scope and sequence is needed. Further involvement of the SRC in planning playground activities would be good. Further links with local sporting bodies and continuing to involve parents would benefit the school.

Future directions
Staff indicated a review of the school policy and scope and sequence is needed and this will occur in 2009. A staff member will participate in the Live Life Well program which focuses on developing the school PD/H/PE area. Promoting a healthy lifestyle for all students through a daily health circuit, regular sport times, active school sessions and fresh fruit daily will occur in 2009. The SRC will be asked to develop and/or give ideas for activities in the playground. Environmental issues will also become a focus for the school.

Curriculum

Personal Development, Health and Physical Education - PD/H/PE

Background
The purpose of the evaluation of PD/H/PE was to enable the staff to evaluate programs used in the school and set directions for future planning. A survey of students and staff was conducted. Staff also focused on the ‘Towards Best Practice in K-6 Personal Development, Health and Physical Education’ document.

Findings and conclusions
71 students were surveyed. The results showed that –
• 100% of students thought it was important to be active and play sport.
• 96% of students knew how to keep themselves safe at home and at school.
• 94% of students enjoyed participating in the Active Schools program.
• 91% of students believed they were getting better at using equipment.

• 87% of students agreed they knew how to make healthy choices.

Students participating in Active Schools

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. 51% of surveys were returned from 51 families. Their responses are presented below.
• 100% of parent surveys indicated that the school has successfully focused on literacy, student welfare and HSIE;
• 96% of parents indicated a successful focus on numeracy, science and technology and physical education; and
• 85% of parents indicated a successful focus on creative and performing arts.

General comments from parents included: Science day brilliant, good balance of KLAs, more sport enjoyed by children, keep up reading programs for struggling students, disappointed no annual concert, awards should not be given to smartest or best, overall students receive a lot of attention and opportunities, well done, keep up good work.

Staff surveys indicated that 100% agreed that the school targets had been achieved; special focus days are a great opportunity to involve parents and students in a variety of areas and the class focus on music and performing had been a success.

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 2008 staff have participated in a variety of professional activities with a focus on Quality teaching.

In Term 1 three staff members attended the North Coast Quality Teaching Conference. Three staff members were involved with other small schools in developing COGS units and differentiating the curriculum focusing on supporting gifted and talented students.

In numeracy the stage 1 teacher attended ‘Count Me In Too’ in Terms 1 and 2. The stage 2 teacher attended a maths Patterns and Algebra course in Term 1 and the stage 3 teacher participated in the ‘Numeracy in the Middle School’ course which was spread over the four terms.

For the Term 2 staff development day (SDD) all teaching staff received training in numeracy, writing narratives and using technology in the classroom. The Term 3 SDD focused on using the internet and technology when writing units and in the classroom.

Staff all participated in mandatory DET training including Child Protection, Anaphylaxis, CPR and asthma. Various staff members were also involved in Criterion Writing, Indigenous sport, Quality teaching and Best Start courses.

Fortnightly staff meetings focus on professional development and also in school support from the PSP consultant on spelling, comprehension and NAPLAN during Term 2 and 3.

School development 2009 – 2011

Targets for 2009

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

Strategies to achieve this target include:

- Whole school writing 3 days a week PAWS time for 15 mins
- Personal dictionaries for K/1/2 classes
- Different focus each fortnight as whole school eg vocabulary
- Buddy reading for whole school once per term
- School magazine student group to organise articles
- PLPs developed for Aboriginal students in literacy
- CTJ marking of narrative writing using criteria marking
- Staff meetings min once per term for CTJ
- Whole school homework on recounts & narratives
- Modelled writing in classrooms
- Whole class writing at least once per week
- Use of interactive whiteboard and data projector for lessons
- Use of Cowper writing program for assessment (students and teachers) and programming
- Include strategies from North Coast spelling in class programs

Our success will be measured by:

Improving the number of students achieving scores of 1 & 2 for punctuation and vocabulary in narrative writing to 3 & 4 in NAPLAN writing

80% of students achieving stage based outcomes for writing

Increasing the number of students in the top bands for NAPLAN writing from 38% to 60%

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

Strategies to achieve this target include:

- Whole school focus on problem solving and Literacy in Numeracy
- Daily multiplication table practice in classes
• Weekly speed tests for all classes
• School Tournament of Times
• Use of Newman's Error Analysis in classroom
• Activities in evidence in teaching programs & work samples
• Whole school focus on tables changing fortnightly
• Use of old BST and NAPLAN tests for assessment and class activities
• Maths in a Box and Think Tank activities for problem solving and extension tasks

Our success will be measured by:
90% of students in Years 2-6 achieving 95% correction rate on tables challenge
80 % of students achieving stage based outcomes for working mathematically
Increasing the number of students in the top bands for NAPLAN number and patterns and algebra from 26% to 60%

Target 3
To improve student engagement in the curriculum through environmental educational practices

Strategies to achieve this target include:
• Follow steps to develop and write a School Environmental Management Plan (SEMP) for the school
• Review past utilities' usage to establish base levels for monitoring purposes
• Implement 'Sustainable Schools’ practices to reduce utility usage
• Encourage student ownership of sustainable practices
• Participate in special environmental days eg Clean Up Day, World Environment Day
• Become a ‘Water Wise’ school

Our success will be measured by:
A SEMP is written and implemented
Reduction in utilities' use for the year
Sustainable schools practices operating effectively in the school

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: