2010 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 2010 was 81 including 37 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 provided support for the students throughout 2010 included:

- the Priority Schools Program provided funding to support literacy and numeracy,
- interactive whiteboards installed in every classroom and video conferencing facilities in one classroom,
- participation in the Australasian Maths Olympiad, the Premier’s Debating Challenge, Reading Challenge, and Spelling Bee,
- in student welfare a Kindergarten Buddy program and a Peer Support program.

Student achievement in 2010
In Year 3 NAPLAN seven students sat for the tests held in May. 100% of students achieved between Bands 2 and 5 in numeracy. 86% of students achieved between Bands 2 and 6 in literacy.

In Year 5 NAPLAN nine students sat for the tests in May. 88% of students achieved between Bands 5 and 8 in numeracy. 100% of students achieved between Bands 4 and 8 in literacy.

Messages

Principal’s message
Another terrific year for the students at Lawrence Public School is how I would describe 2010. A supportive combination of students, parents and staff, with high expectations, has led to the children achieving their very best in a wide range of learning areas.

Our school had a facelift this year with the building of the two new classrooms replacing the old demountable buildings. The K/1 class and the 4/5 class have certainly had a much more comfortable learning environment with a practical wet area for craft, a separate withdrawal computer room, a beautiful large classroom with wall to floor pin boards and a wide verandah. The rooms also have air-conditioning thanks to the hard working P&C.

The school also became one of only a few in the Clarence Valley with interactive whiteboards in every classroom including the Library, as well as a Connected Classroom with video conferencing facilities. This has meant that staff and students have been very busy learning how to use these fabulous tools to our advantage in class lessons.

Our student leaders in Year 6 this year have set a wonderful platform for the entire school. They have been positive role models academically, sporting and culturally for all students.

Academically all students have shown their abilities with some very good results in NAPLAN, University competitions with Distinctions and Credits, the Premier’s Spelling Bee with students going through to the third round in the area finals, the Premier’s Debating Challenge with students debating in the final of the North Coast region and one student being selected for the North Coast debating team, the Premier’s Reading Challenge with 86% of students completing the challenge, the Australasian Maths
Olympiad and World Maths Day. Teachers have also seen wonderful results in student growth in class assessments over the year.

Sport and music have continued to be strong focus areas for the school with very positive student outcomes.

A new focus this year was our ‘farm area’ thanks to Mr Hill. It has been good to see the enthusiasm of the students when they have been involved in growing their own vegetables in the renovated vegetable garden and looking after the chickens and collecting eggs daily.

Students continued to be involved in our special days with a Values Peace Day organised by the Peer Support leaders, Buddy Reading for Literacy Week, NAIDOC Week celebrations, Book Week and book character parade, a Maths Focus day, Clean Up Australia day, National Tree day and Bike day. The SRC and Mrs Hamilton organised World Vision Smiles day, Jeans for Genes day, Bandanna day and Bandaged bear day. In school excursions included the Grafton Art Gallery program, the Leaping Loonies, Ghana Beat My Drum and the Frog Prince show. Stage 3 students travelled to Sydney and K – 4 students went to Grafton for a community sites tour.

It has certainly been a very busy year. I would like to take this opportunity to thank everyone involved in the school. To the teaching staff who are always enthusiastic and endeavour to do the very best for the students at all times to ensure that each one of your children reach their potential; and to the office staff who make sure all of the behind the scenes of the school runs as efficiently as it does, thank you.

To the parent community and the P&C, you have assisted in numerous ways including classroom support, sporting activities, the Active Schools program, travel to events at different venues for sporting and academic activities, working in the canteen and fundraising. This support benefits the students and the school considerably, thank you.

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 message

The P&C have had a successful 2010, fundraising $6,000. Thanks to the committee members and volunteers for organizing and supporting these fundraising events. In supporting our school the P&C have allocated funds totaling $10,000 towards: two air conditioning units for the new classrooms, bus hire, presentation night awards, canteen screen and operations, library books 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 Coordinator, Natalie Ensbey for taking on the role; and providing updates and discussing canteen issues. Thank you also to the parents that have supported the canteen with cooking and serving duties. The canteen committee welcomes new volunteers to help out for the 2011 roster.

Fundraising events held through the year include operating the gate at the Maclean Rodeo, a Trivia night, 100 club competitions, Mothers and Fathers Day stalls, cake stalls, sausage sizzles, a pie drive, and a Christmas raffle. Unfortunately our Pancakes in the Park were cancelled due to wet weather. These funds will all go back into the school to improve our children’s education.

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.

Rod Ensbey
P&C President

Student representative’s message

We have enjoyed being School Captains for 2010 and it has been a real privilege leading Lawrence Public School. We have developed great leadership skills and we have learnt being School Captain is not all fun and games. We have tried our best to be the finest role models we can for the younger students.

This year we have participated in all of the S.R.C meetings and fundraisers, represented the school at the Lawrence community Anzac Day ceremony, as well as the school Anzac Day Service, we led the Remembrance Day service and many more fun and educational activities.

We have been very proud to be the School Captains for 2010. At the start of the year we didn’t know much about being School Captains but during the year we have learnt how to be a good school leader and it has been a very fun experience.

Hopefully at the end of the year many of the younger students at Lawrence Public School will look up to us as great role models.

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>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>48</td>
<td>46</td>
<td>47</td>
<td>45</td>
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<tr>
<td>Female</td>
<td>38</td>
<td>36</td>
<td>32</td>
<td>35</td>
<td>36</td>
</tr>
</tbody>
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Student attendance 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.

Jamie Van-Pletzen and Amy Harrison
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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K/1</td>
<td>K</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>4/5</td>
<td>4</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>4/5</td>
<td>5</td>
<td>7</td>
<td>22</td>
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<td>5/6</td>
<td>5</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>19</td>
<td>23</td>
</tr>
</tbody>
</table>

Structure of classes
The school had four classes this year comprising Kindergarten/Year 1, Year 2/3, Year 4/5 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</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are no Indigenous staff members working at the school.

Staff retention
There have been no changes to staff in 2010.

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>0</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: 30/11/2010

Income:
- Balance brought forward: $64861.30
- Global funds: $62967.34
- Tied funds: $49258.94
- School & community sources: $34173.31
- Interest: $3558.13
- Trust receipts: $4221.64
- Canteen: $0.00
- Total income: $219040.66

Expenditure:
- Teaching & learning:
  - Key learning areas: $6419.15
  - Excursions: $14468.50
  - Extracurricular dissections: $9898.50
- Library: $2801.95
- Training & development: $3237.49
- Tied funds: $39031.08
- Casual relief teachers: $8966.73
- Administration & office: $31350.73
- School-operated canteen: $0.00
- Utilities: $10199.75
- Maintenance: $10971.10
- Trust accounts: $4183.99
- Capital programs: $4183.99
- Total expenditure: $145098.46
- Balance carried forward: $73942.20

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

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 junior choir at the Grafton Eisteddfod
This year the entire school was involved in a choir. The junior choir was under the tuition of Ms Moyle and the senior choir was led by Mr Hill. Both the junior and senior choir competed at the Grafton Eisteddfod with the senior choir tying for first place. The choirs also combined for special assemblies and the school concert.

In Ms Moyle’s classes students have been taught how to play the keyboard and the recorder. A very keen ukulele group under Ms Moyle’s tuition met weekly in their lunch hour and performed at assemblies and the school concert.

Ms Moyle with the ukulele group

Each class regularly performed items at the fortnightly school assembly however the highlight of this year was the school concert in Term 3. Students showcased their talents of singing, dancing, playing instruments and drama thoroughly entertaining their huge audience of parents, relatives, community members and friends.

Students have also been involved in art and craft activities in the classes and showcased their work at the Lawrence Flower show and the Grafton and Maclean Agricultural shows.

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 – Daemon Power-Casson and Kerrod Tabor
Senior Girl – Laura Bolton
11 Year Boy – Rhys Watterson
11 Year Girl – Chloe Campbell
Junior Girl – Zara Tabor
Junior Boy – Nathan Eddy

The winning house was Hawks.

Twenty five students qualified to compete at the Small Schools’ Time Trials. Congratulations to Laura Bolton who was the Senior Girl Small Schools’ champion and Nathan Eddy who was the Junior Boy Small Schools’ Champion. The students were awarded Champion Small School of the carnival. Fifteen students competed at the Clarence District carnival and Jade Tapfield, Laura Bolton and Nathan Eddy qualified to compete at the Mid North Coast Zone carnival.

Congratulations to Jade who also qualified for the North Coast swimming carnival.
Students competed in the school’s Cross Country in April. The champions were Kimberley Ugle and Jack Gorman 8/9 Years, Zara Tabor and Gabe Wheadon 10 Years, Georgia Wheadon and Connor Sanderson 11 Years, Laura Bolton and Daemon Power-Casson Seniors. 


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

Athletic Champions (Laura Bolton absent)

Our school athletics champions were:


Small Schools’ Champions

At the Small Schools’ Athletics carnival Lawrence students were awarded the Champion Small School. Kasey Shannon was Minor Girl Champion, Dolly Daley was 11 Year Girl Champion and Braidy Power-Casson was Junior Boy Champion.

Representatives at the Clarence District Athletics Carnival were Braidy Power-Casson, Hayden Ensbey, Kimberley Ugle, Gabe Wheadon, Izaac Daley, Gordon Ugle, Connor Sanderson, Dolly Daley, Georgia Wheadon, Daemon Power-Casson, Tanika Maycock and Jamie Van Pletzen. Dolly was the 11 Year District Athletic Champion.

Eight students competed at the Mid North Coast athletics carnival. Dolly Daley, Braidy Power-Casson and Kimberley Ugle as well as the junior boy relay team consisting of Izaac Daley, Braidy Power-Casson, Gabe Wheadon, and Gordon Ugle all competed at North Coast with Dolly qualifying to compete at State level. This is a fantastic achievement.

Students competed in PSSA Knockout teams for cricket, soccer, netball and touch football. The soccer knockout team won their game against Coutts Crossing P.S. in round one and went on to play against Uki P.S. but were defeated on the day.

Students also represented the school by competing in equestrian events, golf, hockey, handball and AFL.
Debating

Senior students participated in the Premier’s Debating Challenge. Two debating teams competed in a gala day held at Maclean PS. Students debated against Maclean PS, Gulmarrad PS and Palmers Island PS.

Lawrence Team A

Both teams participated in two debates. Team A with Chloe Campbell, Jamie Van Pletzen, Lachlan Gay and Isaac Collins won both of their debates against Maclean PS and Palmers Island PS. Team B with Alex Van Pletzen, Shaun Vitolins, Alecia Williamson and Kerrod Tabor lost against Gulmarrad PS and won against Maclean PS. Lawrence Team A progressed through to the knockout stage of the Debating competition against other Zone winners. The team won their debate against Glenreagh P.S. in the quarter finals in a home debate at Lawrence.

Team A also won against Barrington P. S. in the semi finals and the students debated using the video conferencing system. The topic of the debate was “That parents should only allow their children to watch T.V on the weekend”. Lawrence P.S. qualified for the North Coast debating final against Uki P.S. Ths debate was also via video conference and Uki won the debate. One of the team members, Chloe Campbell, was selected for the North Coast debating team and went on to debate against other regional teams in Sydney.

Premier’s Spelling Bee

Students from stage 2 and 3 competed in the school spelling bee in terms 1, 2 and 3. The school champion spellers for stage 2 Brie Shannon and Shenika Shannon and for stage 3 Shaun Vitolins and Nikki Plint, competed in Coffs Harbour in the Zone finals.

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. Mrs Urquhart and three parents: Mrs Foster, Mr Casson and Mr Wheadon all accompanied the children. The students were on the go for the entire week visiting many places including Parliament House, the Maritime Museum, Sydney Aquarium, Taronga Zoo, Sydney Cricket ground and football stadium, Sydney Harbour Bridge Pylon tour, Chinatown, the Powerhouse Museum, Sunrise 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.
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 these 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)

Literacy – NAPLAN Year 3

![Graph showing percentage of students in bands: Year 3 reading]

Due to privacy legislation ten or more students must complete the NAPLAN testing for individual school percentages in each band to be shown. At Lawrence PS there were seven students in Year 3 that sat the NAPLAN test in 2010. Therefore, because there is insufficient data to draw comparisons, results cannot be advised in this report. All parents have been advised of their child’s achievements. Should parents require any further advice or information regarding their child’s performance, they have been urged to contact the school principal.

Numeracy – NAPLAN Year 3

![Graph showing percentage of students in bands: Year 3 numeracy]

Literacy – NAPLAN Year 5

![Graph showing percentage of students in bands: Year 5 reading]
Due to privacy legislation ten or more students must complete the NAPLAN testing for individual school percentages in each band. At Lawrence PS there were nine students in Year 5 that sat the NAPLAN test in 2010. Therefore, because there is insufficient data to draw comparisons, results cannot be advised in this report. All parents have been advised of their child’s achievements. Should parents require any further advice or information regarding their child’s performance, they have been urged to contact the school principal.

Progress in literacy
Average progress in reading for matched students

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>School</td>
<td>114.5</td>
<td>90.8</td>
<td>52.1</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>77.2</td>
</tr>
<tr>
<td>State</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students

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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>81.0</td>
</tr>
<tr>
<td>State</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

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 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

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

Students were involved in a celebration of NAIDOC week with activities focusing on Aboriginal culture past and present.

**Multicultural education**

China was the focus of a multicultural unit taught in Human Society and Its Environment (HSIE) lessons in conjunction with the Olympics. 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 Peace day focusing on all the core values, led by the Peer Support leaders, was a terrific start to the Peer Support program.

**National partnership programs**

The school was notified in November that for 2011 it will be part of the National Partnerships on Low SES School Communities Reform Extension Initiative. This will involve direct funding to the school based on enrolments and the sharing of two Highly Accomplished teachers with Coutts Crossing P.S. and Glenreagh P.S.

**Connected learning**

All teachers have completed training in the connected classroom. This year money was allocated to support teacher training in this area and will continue in 2011. The video conferencing facilities were used for the students to compete in the finals of the Premier’s Debating Challenge and for staff to be involved in staff development.

**Priority Schools Program**

The PSP allocation has assisted students, parents and staff to work closely together to improve student outcomes in Literacy and Numeracy.

To promote the systematic and explicit teaching of literacy and numeracy integrating technology, and to improve student engagement, was the school goal for the year. This was achieved through:

Stage 3 students competed in the Australasian Problem Solving Maths Olympiad. The whole school was involved in World Maths Day activities. A school times tables challenge for stage 2 allowed two students to compete at the Small Schools’ ‘Tournament of the Times’. Numeracy resources were purchased to support practical tasks in classroom and small group measurement activities.

Students were involved in the Premier’s Debating Challenge as a component of the Talking and
Listening strand. One team reached the North Coast finals. A whole school spelling bee was held during term 2 and four students were selected to compete in the Premier's Spelling Bee. Buddy reading with older children reading to and with the younger students was a highlight of literacy week.

Funds were used to purchase resources for literacy programs including guided reading material with a focus on non-fiction books, home reading material, visual literacy resources, writing and spelling resources.

Supporting the integration of technology teaching resources for the interactive whiteboard in maths and spelling were purchased as well as student programs for the computer.

Parent workshops were held focusing on literacy and numeracy and ways for parents to support their child at home. The PSP parent officer assisted with the numeracy workshop.

The staffing supplement was used to support numeracy groups focusing on practical measurement activities throughout the school. Small groups of students were targeted in every class.

Staff professional development focused on Accelerated Literacy and technology integrating the interactive whiteboard into the classroom.

Progress on 2010 targets

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.

Our achievements include:

- 65% of students achieved 12 months growth or more in the South Australian spelling test from November 2009 to November 2010;
- In NAPLAN spelling 88% of Year 5 students were in the top three Bands;
- In NAPLAN spelling Year 5 students showed an average growth of 108; and
- In NAPLAN spelling 71% of Year 3 students were in Band 3.

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.

Our achievements include:

- Stage 2 students achieved an average of 51% in the Diagnostic measurement test with Year 3 at 43% and Year 4 at 58%;
- Stage 3 students achieved an average of 61% in the Diagnostic measurement test with Year 5 at 53% and Year 6 at 69%;
- In NAPLAN measurement space and geometry 55% of Year 5 students achieved in the top 3 Bands; and
- In NAPLAN measurement space and geometry 57% of Year 3 students achieved in the top 3 Bands.

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 2010 our school carried out evaluations of Planning and Mathematics.

Educational and management practice

Planning

Background

The school is to become a National Partnership school under the Low SES School Communities Reform Extension Initiative. As a part of this process a situational analysis was undertaken.

Findings and conclusions

NAPLAN results were analysed for Year 3 and Year 5 and Best Start data was analysed for Kindergarten students.

This analysis in literacy led to the conclusion that there is a need to focus on reading comprehension and continue with a writing and spelling focus.

In numeracy the analysis showed a need to focus on number and continue the focus on measurement.
For staff teacher professional development should be supported through the development of professional learning plans and the use of the Institute of teachers framework.

Future directions
In 2011 the following strategies will be implemented through the National Partnerships program:

- Incorporate teaching strategies from SMART data and Best Start data for identified outcomes into teaching and learning programs;
- Implement the Focus on Reading 3-6 and the Small & Isolated Schools (Reading Recovery) program;
- Implement the Multi Lit program for targeted students;
- Track students using Maths Diagnostic tests and implement Mathletics;
- Use of SMART board activities to increase student engagement;
- Team teaching, classroom and professional development support from HATs;
- Use of the Institute of Teachers framework for staff development and to increase teacher capacity; and
- Staff to incorporate the use of the Analytical Framework into school planning.

Curriculum
Mathematics

Background
Mathematics is a key part of the Priority Schools Program and the school management plan. To enable staff to review the school’s focus on measurement and mathematics and to 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 Mathematics’ document.

Findings and conclusions
69 students were surveyed at school and 40% of families returned their survey.

- 100% of students and parents believed that it is important to learn mathematics;
- 89% of parents agreed that the school had kept them well informed about mathematics;
- 95% of parents stated that their child had developed new skills during the year in mathematics;
- 90% of students enjoyed using computers and 80% enjoyed working with others to support their mathematics learning; and
- 90% of stage 1 students and 69% of stage 2 and 3 students enjoyed using concrete materials to support their mathematics learning.

Staff surveys indicated that all staff had a clear understanding of the mathematics syllabus and were confident in their teaching strategies. Teachers regularly used hands on activities and games to teach and believed that the school was well resourced. Staff also agreed that they use technology to support the teaching of mathematics. Staff indicated that they would be interested in attending ongoing professional development in mathematics.

Future directions
In 2011 the school will continue the focus on the measurement strand in mathematics with an emphasis on practical activities, the language of mathematics and the use of technology. (Note: see 2011 target strategies for more information)Parent workshops will be held throughout the year to ensure that parents are equipped with the knowledge to support their child at home.

Lindi, Jack, Hayden and John cooking
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. 30% of surveys were returned from 50 families. Their responses are presented below.

- 100% of families believed the school successfully focused on literacy, student welfare and physical education;
- 93% of families agreed that the school focuses successfully on numeracy and human society and its environment;
- 86% of families indicated that the school focused successfully on science and technology, creative and performing arts and excursions.

General comments from parents included: a great variety of fun, interesting and exciting focuses, less sport more numeracy, more sport and practice, more science and maths, great program for students to express themselves in a comfortable area, chicken and vegetable garden excellent, happy with the increase in music.

Parent comments regarding the 2011 focus included: more educational excursions, continue to improve literacy and numeracy, more art, more science, more Aboriginal studies and keep up the good work.

Parents were asked what they wanted from the school for their child and comments included: times tables, values, to be confident, realise their full potential, to be happy, safe, valued and educated, a happy healthy environment and to learn.

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 2010 staff participated in a variety of professional activities with a focus on Quality teaching.

The major focus for all staff members was technology as every classroom had an interactive whiteboard installed. Teachers participated in training for the connected classroom as well as in school tutorials on how to use the interactive whiteboard in everyday classroom lessons.

A staff member trained in Accelerated Literacy. This involved workshops throughout the year and tasks to be completed in between the workshops.

Staff on stage one were trained and received in school support for the TEN (Targeting Early Numeracy) program.

For the staff development day (SDD) in term 2 staff attended Grafton High School to listen to Wayne Bennett speak on getting the best out of yourself and your students. The rest of the day involved the other small schools’ and teachers attending workshops on numeracy and the interactive whiteboard at Lawrence P.S.
The term 3 SDD involved mandatory training for staff on anaphylaxis and emergency care, as well as using the COGS units on the interactive whiteboard.

The term 4 SDD focused on a review of the Student Welfare policy, CPR training and a cultural awareness tour of Yaegl country with other Lower Clarence schools.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**
To increase the number of students exiting at grade appropriate levels in reading from K-22%, Yr 1 – 77%, Yr 2 – 50%, Yr 3 – 28% to K – 50%, Yr 1 – 50%, Yr 2 – 85%, Yr 3 - 75%, Yr 4 – 70%.

Strategies to achieve this target include:

- MultiLit program implemented;
- Buddy reading – 3 times a week;
- SLSO classroom support;
- Home reading promoted through the use of journals and purchasing new books;
- Take home resources support pack for K-2 students;
- Professional Development of teachers with the highly accomplished teachers and through courses; and
- Parent workshops in reading.

Our success will be measured by:

- Students achieving appropriate reading levels for their grade - Kindergarten Level 5, Year 1 - Level 15, Year 2 – Level 25, Year 3 - Level 30, Year 4 – Level V, Year 5 Level W, Year 6 Level Z;
- 100% of staff demonstrating quality teaching elements embedded in programs and delivery;
- 100% of targeted students showing growth in MultiLit results; and
- Parent surveys indicating increased understanding of literacy strategies to use at home.

**Target 2**

To increase student results in the measurement strands for Stage 2 students from Yr 3 - 43% & Yr4 - 58% to Yr 3 - 60% & Yr 4 – 75% in Stage 2 Diagnostic tests by November 2011.

To increase student results in the measurement strands for Stage 3 students from Yr 5 – 53% & Yr 6 69% to Yr 5 - 60% & Yr 6 – 75% in Stage 3 Diagnostic tests by November 2011.

Strategies to achieve this target include:

- Mathletics program used at school and at home;
- Practical maths activities in all grades;
- Focus on mathematical vocabulary;
- Parent workshops in numeracy;
- Take home resources support pack for K-2 students; and
- Weekly number and tables speed tests.

Our success will be measured by:

- Students’ results in the Mathletics program showing sound knowledge at each students’ level;
- Diagnostic test results for stages two and three;
- Nelson measurement kit results for early stage one and stage one; and
- Parent surveys indicating increased understanding of numeracy strategies to use at home.
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: