Lawrence Public School

Annual School Report

2011
Our school at a glance

Students
The school’s enrolment at the end of 2011 was 77 including 37 girls and 40 boys. The students were in three classes.

Staff
A teaching principal, two other classroom teachers and two highly accomplished teachers (HATs) 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 2011 included:

- the Priority Schools Program provided funding to support literacy and numeracy;
- the National Partnerships program provided a staffing allocation of two highly accomplished teachers shared between three schools and funding to support literacy and numeracy;
- Two school choirs, two ukulele groups, keyboard, recorder and music taught to all students;
- participation in the Australasian Maths Olympiad, the Premier’s Debating Challenge, Reading Challenge, and Spelling Bee; and
- in student welfare a Kindergarten Buddy program and a Peer Support program.

Student achievement in 2011
In Year 3 NAPLAN seven students sat for the tests in May. 71% of students achieved between Bands 3 and 6 in numeracy. 100% of students achieved between Bands 3 and 6 in reading.

In Year 5 NAPLAN seventeen students sat for the tests in May. 94% of students achieved between bands 5 and 8 in numeracy. 88% of students achieved between bands 5 and 8 in reading.

Messages
Principal’s message
2011 has been an extremely busy year for students and staff. 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.

For students in Year 3 and Year 5 the NAPLAN results were of a high standard. In comparison to other schools in the area Lawrence students demonstrated wonderful growth in many areas and some impressive individual results. In university competitions Lawrence students received credits in English, Science, computer, spelling, and mathematics.

Students in all grades were also involved in a variety of video conferences this year including debating, reading and listening to stories, science experiments with Questacon and environmental video conferences looking at animals and our environment.

From the beginning of the year students were rewarded for their great sporting efforts receiving champion school in the PSSA Small Schools’ Swimming Carnival and they followed this with champion school in the PSSA Small Schools’ Athletics Carnival.

As well as our own school sporting champions in swimming, cross country and athletics we had some impressive individual achievements in higher level competitions.
Zara Tabor was selected and played for the PSSA North Coast cricket team; Nathan Eddy was the 11 year boys Small Schools’ Swimming champion; Kimberley Ugle was the Small Schools’ Junior Girl Athletic Champion and Clarence District Junior Girl Athletic Champion; and Dolly Daley was the Small Schools’ Senior Girl Athletic champion and Overall Champion of the Small Schools’ carnival. Dolly also went on to compete at the PSSA State Athletics Carnival in her age race. This is a wonderful result for a small school.

Creatively we are a very lucky school to have two teachers, Ms Moyle and Mr Hill, who are so enthusiastic and supportive of music and our student’s talents. Our two choirs and instrumental group competed at the Grafton Eisteddfod with the senior choir winning first place in the small schools’ choir section and the instrumental group receiving highly commended.

Our ‘farm area’ continues to go from strength to strength with the chooks laying regularly and looked after very capably by our student chook committee. The vegetable garden and citrus trees are all growing well and are also looked after by a steady band of student volunteers.

Students continued to be involved in our special days including Buddy Reading for Literacy Week, NAIDOC Week celebrations, Book Week and book character parade, a Maths Focus day, National Tree day and Bike day.

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

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

P & C message

The P&C have had a successful 2011, fundraising $9,000. 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 $7,500 towards; 5 new computers, bus hire, presentation night awards, 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, taking a profit of $3,300. 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 2012 roster.

Fundraising events held through the year include the Small Schools Big Impact Concert canteen, Grafton Show gate, cake stalls, sausage sizzles, a pie drive, and a Christmas raffle. Unfortunately our Pancakes in the Park and the Rodeo gate this year were cancelled. These funds will all go back into the school to improve our children’s education.

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 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- Deanne Shannon; Treasurers- Karen Kenny & Wendy Campbell; Canteen Coordinator- Natalie Ensbey; Ladies Club Coordinator- Pam Wheadon; and Vice President, Ashley Lee.

We have a number of families leaving the school this year as the last of their children move onto High School. We would like to thank those parents that have been active contributors to the P&C over the years.

Lastly, we wish our Year 6 students all the best for the future as they leave us for High School.

Rod Ensbey
P&C President

Student representative’s message
Each semester our students vote for students to represent the class on the Student Representative Council (SRC).

In Semester 1 the students for K/1 were Amelia Clark and Lachlan Foster, Year 2 were Jarret Power-Casson and Claire Clark, Year 3 was Jack Kenny, Year 4 was Lindi Martin and Year 5/6 were Brooke Kenny and Gabe Wheadon.

In Semester 2 the students for K/1 were Laynie Lynch and Harrison Lee, Year 2 were Jack Emms and Kasey Shannon, Year 3 was Billie Taylor, Year 4 was Braidy Power-Casson and Year 5/6 were Nathan Eddy and Shenika Shannon.

During this year SRC members and Mrs Hamilton organized one fundraiser each term. In term 1 we raised money for the Queensland schools that were flood affected and lost a lot of school essentials. We raised $83 and dressed up in “Maroon for a Day.

In term 2 we raised money for Stewart House. We raised $199.85 which included the donation envelopes. Mrs Hamilton sold dolphin LED lights and little tattoos.

In term 3 we raised $599.90 through sponsorship for Jump Rope for Heart. The students earned excellent prizes for raising money. In term 4 we raised $40 for School Aid. Our SRC members sold jelly bean guesses for 20c each or 3 for 50c.

Out of all the fundraisers this year we have raised approximately $1000. Thank you to everyone for your support.

School Captains
Molly Emms and Jarrod Ensbey
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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>46</td>
<td>47</td>
<td>45</td>
<td>44</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>32</td>
<td>35</td>
<td>36</td>
<td>35</td>
</tr>
</tbody>
</table>

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.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.4</td>
<td>94.1</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.2</td>
<td>89.3</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.9</td>
<td>95.4</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.5</td>
<td>92.5</td>
<td>98.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>89.5</td>
<td>90.8</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.4</td>
<td>93.6</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>97.7</td>
<td>93.2</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.6</td>
<td>93.4</td>
<td>92.4</td>
<td>93.9</td>
</tr>
</tbody>
</table>

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the
2011 Class Size Audit conducted on Monday 21 March 2011.

### Class Sizes

<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>12</td>
<td>22</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>2/3/4</td>
<td>2</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>8</td>
<td>26</td>
</tr>
</tbody>
</table>

### Structure of classes

The school had three classes comprising of Kindergarten / Year 1, Year 2/3/4 and Year 4/5/6.

### 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>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>2</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>.2</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>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6.2</strong></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

Due to a drop in student numbers one class teacher was a forced transfer from the school. All other staff, teaching and ancillary, remained the same.

### 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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>73942.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>68090.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57957.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>24339.81</td>
</tr>
<tr>
<td>Interest</td>
<td>4379.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4050.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>232759.92</td>
</tr>
</tbody>
</table>

#### Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>16121.75</td>
</tr>
<tr>
<td>Excursions</td>
<td>7256.80</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7698.85</td>
</tr>
<tr>
<td>Library</td>
<td>2991.60</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>224.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55653.99</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>11114.95</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>26470.02</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10449.78</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11563.86</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4044.17</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>153590.31</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>79169.61</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

Throughout the year students at Lawrence P.S. have had the opportunities to be involved in a variety of creative and musical endeavours. Highlights this year included the Grafton Eisteddfod, the Small Schools’ Big Impact concert, the Northern Sydney Schools’ Wind Orchestra concert and our annual school concert.

Students competed at the Grafton Eisteddfod in term 2 in the Small Schools’ choir, the Infants’ choir and the Small Schools’ Instrumental sections. The K-2 choir accompanied by Ms Moyle on ukulele and piano, and conducted by Mrs Hamilton, performed two songs ‘Here Comes the Sun’ and ‘Sing Sing Sing’ and sang beautifully. The Year 3-6 choir accompanied on piano by Mr Hill sang ‘From Little Things Big Things Grow’ and ‘Chattanooga Choo Choo’ and were awarded first place in the Small Schools’ Choir section for the second year in a row. The instrumental group under the guidance of Ms Moyle received a Highly Commended with their rendition of SOS. The group consisting of Brie Shannon, Tayshan Townsend, Shenika Shannon and Brooke Kenny on keyboard; Jesse Triggell, Molly Emms, Ashley Clark and Jaynie Warwick on recorder; Zara Tabor, Jarrod Ensbey and Nathan Eddy on ukulele; and Georgia Campbell on guitar played extremely well.

The Small Schools’ Big Impact concert in term 3 saw Lawrence students performing the song ‘Sunshine’ with our two choirs singing, and our instrumental groups accompanying them including the ukulele, recorder, keyboard and guitar groups.

The students also sang ‘Sunshine’ at the concert with the Northern Sydney Schools’ Wind Orchestra later in the term at the Saraton Theatre in Grafton.

The annual school concert took place in term 4 and the audience were entertained with poetry from the K/1 class, ‘Jake the Peg’ from the 2/3/4 class, verse speaking from the 4/5/6 class, the beginner and extension ukulele groups, and our junior and senior choirs.

All classes were again involved in music with Ms Moyle each week ranging from percussion, recorder and keyboard.

The K/1 class performing at the annual school concert

A new initiative this year was the introduction of CAPA groups. All students were placed in stage groups and rotated on a four week cycle engaging in visual arts, learning to play the ukulele, bush and modern dancing, and leaning to read music and play percussion instruments. The groups were very successful and ensured the students were exposed to a variety of creative experiences.

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

This year has been another year of wonderful sporting achievements for the school in swimming and athletics. All students have been involved in our comprehensive school program which aims to cater for all students’ needs and their differing levels of sporting skill.

In term 1 the students were involved in swimming with our school carnival, the Small Schools’ PSSA carnival, Clarence District PSSA carnival and the Mid North Coast PSSA carnival.

From our school carnival Junior girl – Jade Tapfield, Junior boy – Jed Tabor, 11 year girl – Zara Tabor, 11 year boy – Nathan Eddy, Senior...
girl – Dolly Daley, Senior boy – Rhys Watterson. The winning house was Hawks.

Our school won the Small Schools’ Champion Swimming School and Nathan Eddy won Small Schools’ 11 Year Boy Champion. Kasey Shannon, Jade Tapfield and Brooke Kenny all competed at the Mid North Coast PSSA carnival.

In March our cross country was held at school. The cross country champions were:

8/9 years - Alec Pirona and Jade Tapfield, 10 years - Deacon Palmer Daley and Kimberley Ugle, 11 years - Gabe Wheadon and Zara Tabor; and Seniors - Connor Sanderson and Dolly Daley. In the minors age group the following students won their age division: 5 years – Garrett Smithers and Florence Murray, 6 years – Koby Owen and Tayla Kane; and 7 years – Harrison Lee and Laynie Lynch.

At the Small Schools’ Cross Country eleven students qualified to compete at the Clarence District level. Billy Taylor, Alec Pirona, Jade Tapfield, Deacon Daley-Palmer, Kimberley Ugle, Zara Tabor, Gabe Wheadon, Gordon Ugle, Nathan Eddy, Lucas Pirona, and Dolly Daley. Gabe was the 11 year Small Schools’ Champion.

Kimberley Ugle, Deacon Daley-Palmer, Gabe Wheadon and Gordon Ugle all qualified for the Mid North Coast Cross Country. Kimberley also competed at the North Coast Cross Country.

In June our school athletic carnival was held at the Lawrence golf course due to wet weather and damage to the school oval. The school champions were: Minor girl – Tayla Kane, Minor boy – Jarret Power-Casson, Junior girl – Kimberley Ugle, Junior boy – Ryan Murray, 11 year girl – Kassie Espina, 11 year boy – Gabe Wheadon, Senior girl – Dolly Daley, Senior boy – Connor Sanderson. The winning house was Hawks.

At the Small Schools’ athletic carnival the students who competed were awarded ‘Overall Champion School’ trophy as well as the Handicapped trophy. The Handicapped trophy is worked out on the average score per student for each school. Kimberley Ugle received Junior Girl Champion and Dolly Daley who was the Senior Girl champion and Champion Girl Athlete of the carnival.

Sixteen students competed at the Clarence District Athletic Carnival. Rhys Watterson, Dolly Daley, Kassie Espina, Kimberley Ugle, Kasey Shannon, Gordon Ugle, Gabe Wheadon, Alec Pirona, Jade Tapfield, Fifi Daley, Brooke Kenny and Zara Tabor all qualified to compete at the Mid North Coast Zone athletics. Kimberley Ugle received Junior Girl Champion of the carnival.

**Debating**

Students in stage 3 participated in the Small Schools’ Debating competition against other small schools in the Clarence Valley. This was a great opportunity for all students to be involved in debating and using video conferencing facilities. One team of students Shenika Shannon, Brie Shannon, Jarrod Ensbey and Jack McDonald competed in the Premier’s Debating Challenge. Students debated against Maclean PS, Gulmarrad PS and Cowper PS.

**Premier’s Spelling Bee**

Students from stage 2 and 3 competed in the school spelling bee in terms 2 and 3. The school champion spellers for stage 2 were Lily Taylor and Billie Taylor. Champion spellers for stage 3 were Brie Shannon and Jesse Triggell. Billie, Lily and Jesse travelled to Sawtell for the Zone finals. Billie
and Lily made it through to the second round and Jesse made it through to the third round of the competition.

Premier’s Reading Challenge

The Premier’s Reading Challenge was a huge success this year with 90% of students participating in the Challenge. Gold award recipients for their fourth successful year participating in the Challenge were Brie Shannon, Shenika Shannon, Zara Tabor, Angus Thompson, John Thompson and Jaynie Warwick.

Major School Excursion

This year all of the students in Years 3-6 travelled to the Coffs Coast Beach camp for a fun filled three days. Students participated in a variety of team bonding and support activities including low ropes, giant swing, canoeing and circus skills.

On the way home students visited the Pet Porpoise Pool and were able to get up close and personal with the dolphins and seals as well as learn about the multitude of sea life in the local area.

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)
Progress in literacy

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.

Minimum standards

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SSG</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State DEC</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Progress in numeracy**

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>85.7</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>94.1</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>94.1</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>94.1</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>94.1</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**

Iceland 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.

Students in years 3-6 were involved in a Moodle project based on Iceland. This was an extremely engaging way for students to learn about a new culture.
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.

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 and stage 3 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. The team debated in a gala day held at Maclean PS. 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.

A school learning support officer was also employed to work within classes during literacy and numeracy sessions.

Parent workshops were held focusing on reading. One session was held for K-2 parents and one for Year 3-6 parents.

Staff professional development focused on reading including Reading Recovery in the Small Schools, Best Start and Focus on Reading. Further training in technology looked at integrating the interactive whiteboard into the classroom with one staff member training as an in-school mentor.

Progress on 2011 targets

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%.

Our achievements include:
• Kindergarten Level 5 or higher; 72.7%,
• Year 1 Level 15 or higher 70%,
• Year 2 Level 25 or higher; 77%,
• Year 3 Level 30 or higher; 75% and
• Year 4 Level P or higher; 44%.
• 100% of students in the Multilit program demonstrated progress in reading results.
• Parent surveys indicate that the literacy workshops were helpful assisting students at home.

Target 2
To increase student results in the measurement strands for Stage 2 students from Yr 3 - 43% & Yr 4 - 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.

Our achievements include:
• Yr 3 achieved an average result of 70.6% which is above target by 10.6%.
• Yr 4 achieved an average result of 63.6% which is below target by 11.4%.
• Yr 5 achieved an average result of 54% which is below target by 6%.
• Yr 6 achieved an average result of 69% which is below target by 6%.

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 2011 our school carried out evaluations of Mathematics and

Educational and management practice
Planning

Background
As a part of the National Partnership program the principal attended the Team Leadership for School Improvement K-12 program.

Findings and conclusions
Staff were introduced to the Team Leadership program through staff meetings. All staff were involved in using the Analytical framework for effective leadership and school improvement in literacy and numeracy. The results of this analysis showed room for improvement in statements 11 – 14 which focus on parent partnerships and reporting.

Future directions
Suggested strategies to improve these areas will be followed up in 2012 and include implementing a range of events to promote literacy and numeracy, up to date content on the school website, staff collaboratively planning assessments and providing parent workshops to understand NAPLAN and reporting.

Curriculum
Mathematics

Background
As a part of our evaluation for National Partnerships staff looked closely at student results in numeracy and the school mathematics programs.

Findings and conclusions
Student assessment results were taken from NAPLAN for Year 3 and Year 5 as well as stage diagnostic tests for Years 3-6.

Analysis of student results in the measurement strands of the diagnostic tests for Stage 2 show Yr 3 achieved an average result of 70.6% which is above target by 10.6%.

Yr 4 achieved an average result of 63.6% which is below target by 11.4%. Yr 5 achieved an average result of 54% which is below target by 6%. Yr 6 achieved an average result of 69% which is below target by 6%.

24% of Yr 5 students achieved in the top two bands for Measurement, Space and Geometry in NAPLAN 2011.

The school scope and sequence required updating and a new scope and sequence was designed for each stage focusing on a single strand each week. Programming outlines to suit each area within a strand were also developed.
Future directions

For 2012 teacher professional learning will support the numeracy targets including a focus on balanced numeracy sessions, mental computations and problem solving strategies.

This will lead to balanced numeracy sessions in all classes and explicit teaching of problem solving strategies weekly. Mathletics will be further integrated into class numeracy lessons. Teachers will be involved in lesson study and demonstration lessons using the Highly Accomplished Teacher.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A general parent survey was sent out to all families in October with a 54% return rate. This is an improvement of 24% on the 2010 parent survey.

- 100% of families believed the school successfully focused on literacy, student welfare and physical education;
- 96% of families agreed that the school focuses successfully on numeracy;
- 92% of families indicated the school focuses successfully on science and technology, creative and performing arts and human society and its environment;
- 88% of families agreed that the school focused successfully on excursions.

Parent comments regarding the 2011 focus included: great job, literacy and numeracy excellent, more excursions needed, children very happy compared to previous school, too many excursions, disappointed there was no musical, great creative arts program, programs well followed through, overall very good.

Comments about directions for 2012 included: a school musical, more basics, more interschools sports, technology for students age level, training in sport, Aboriginal studies, swimming for K/1 students, science experiments, more art, more excursions.

Parents were asked what they wanted from the school for their child and comments included: not scared to speak their mind, plenty of mathematics, best from teachers, sporting opportunities, happy and safe, lots of learning, consistency, happy healthy learning environment, student’s confident in themselves and readiness in all KLAs.

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

Students and parents dancing during Education Week celebrations.

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.

This year was the first year of the school receiving funding from the Priority Schools Program and the National Partnerships program. All professional learning was aligned with our school targets and identified in the school management plan.

The focus for classroom teachers was on literacy. Staff teaching years 2-6 were trained in the first phase of Focus on Reading. This course involved four training days throughout the year and a staff development day. Kindergarten / Year 1 staff participated in the Small Schools’ Reading Recovery course. This was also a year long program with the teacher attending six training days and a staff development day.
Staff trained in persuasive text writing, student debating and ICT moodle training. One staff member trained as an ICT leader and mentored staff throughout the year in school.

The term 2 staff development day was a joint small schools’ day and staff trained in the Adobe suite software and its use in the classroom, the language acquisition of Aboriginal students and persuasive text writing.

As a part of the National Partnerships program the principal attended the Team Leadership for School Improvement course and followed up with modules as well as using the Analytical Framework at school with staff.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Improved literacy skills for all students with a focus on writing.

2012 Targets to achieve this outcome include:

- Increase the percentage of students achieving in the proficiency bands for NAPLAN reading from 28% in 2010 (Yr3) to 50% in 2012 (Yr5).
- Increase the percentage of students achieving in the proficiency bands for NAPLAN writing from 57% in 2011 (Yr3) to 62.5% in 2013 (Yr5).
- Increase the number of students achieving grade standard in the writing strand of the K-6 Literacy Continuum from K- 64%, Yr 1 – 60%, Yr 2 – 38%, Yr 3 – 25%, Yr 4 - 11%, Yr 5 - 44%, Yr 6 - 25% to K –50 %, Yr 1 – 73%, Yr 2 – 70%, Yr 3 - 54%, Yr 4 – 50%, Yr 5 - 44%, Yr 6 - 61% by November 2012.

Strategies to achieve these targets include:

- Professional development activities including: Focus on Reading 3-6, continue Small Schools Reading Recovery Strategies within K-1 area, persuasive writing and criteria marking.
- Lesson Study and demonstration lessons with the HATs
- Tracking students on K-6 Literacy continuum
- Explicitly teaching persuasive text with a focus on paragraphing, text cohesion, persuasive devises.
- Take home literacy/numeracy packs for K/1/2 students

School priority 2

Outcome for 2012–2014

Increased levels of overall numeracy achievement for K-6 students.

2012 Targets to achieve this outcome include:

- Increase the percentage of students achieving in the proficiency bands in NAPLAN Measurement, Space & Geometry from 28% in 2010 (Yr3) to 56% in 2012 (Yr5).
- Increase the percentage of students in the proficiency bands in NAPLAN Numeracy from 43% in 2011(Yr3) to 50% in 2013 (Yr5).
- Increase average student results in the number strand for Stage 2 students from Yr 3 - 63% & Yr 4 - 62% to Yr 3 - 65% & Yr 4 – 70% in Stage 2 school based Diagnostic tests by November 2012.
- Increase average student results in the number strand for Stage 3 students from Yr 5 – 68% & Yr 6 76% to Yr 5 - 69% & Yr 6 – 80% in Stage 3 school based Diagnostic tests by November 2012.
Strategies to achieve these targets include:

- Mathletics integrated into class numeracy lessons
- Professional learning around teaching mental computations
- Review the whole school numeracy programming
- Balanced numeracy sessions in all classes
- Lesson study and demonstration lessons using HATS
- Djehuti Smart program implemented for identified students.
- PLPs developed for all Aboriginal students and any other students who are performing at or below national minimum standard.

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: