

Laggan Public School

Annual Report



2354

Introduction

The Annual Report for 2016 is provided to the community of Laggan Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Laura Holt

Principal

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Message from the Principal

In 2016 Laggan Public School continued our goal for excellent teaching, wellbeing and community programs that allowed our students to grow and learn in a positive and supportive environment. Staff completed training in literacy, wellbeing and sporting programs to enhance teaching programs and improve student results.

We have continued to build strong partnerships with our community through gardening, cooking, sporting, scientific and artistic programs. This year we were involved in many new partnerships for the first time. It is fantastic to see our students gain knowledge, expertise and confidence from working with our community members.

I would like to thank Wendy Lyons for taking on the relieving principal role for half of 2016. Her professionalism and dedication has ensured that the school has continued to grow and prosper. Thank you also to our wonderful parent body for their ongoing support and involvement in school programs.

We look forward to a successful and creative 2017.

Laura Holt

Principal

School background

School vision statement

Laggan Public School strives to develop engaged, resilient, confident and competent 21st century learners. We envision that Laggan students will be successful members of our school and wider community who contribute in a meaningful way. All students will be included and supported by high quality teaching programs that meet their individual needs. For Personal Excellence and Educational Opportunity

School context

Location

Laggan Public School is a small village school located 8km from Crookwell. It is set in large grounds with 2 sporting fields, kitchen garden within a beautiful garden setting.

Enrolment

Laggan Public School currently has an enrolment of 35 students. There are 13 students in K–2 and 22 students in years 3–6. We operate 2 classes.

Community

Our school has strong connections to our community. We have a growing P&C that works hard to fundraise for the school. Parents are involved in school events and volunteer in our Kitchen Garden program each week. The school is supported by local groups such as Rotary, Lions Club, CWA and the RSL.

Staff

The staff at Laggan Public School are made up of a teaching principal, a full time classroom teacher, 2 part time teachers, 3 part time Student Learning Support Officers, a part time School Administrative Manager, 2 General Assistants and a School Counsellor.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The external validation process required the school team to collate, review and annotate 7 sets of evidence to show the schools' progress across all domains of the School Excellence Framework. Our evidence sets were

- Teaching and Learning
- Training and Development
- Wellbeing
- Community Engagement
- Student Results
- School Programs
- Technology

These evidence sets were selected to support our School Plan and Milestones for the 2016 and show our commitment to student centred learning, teacher quality, innovation in learning and community engagement.

The results of the process indicated that:

In the domain of teaching we are delivering in the areas of

- Assessment and Reporting
- Student Performance Measures

We are sustaining and growing in the areas of

- Wellbeing
- Learning Culture
- Curriculum and Learning

In the domain of teaching we are delivering in the areas of

- Effective Classroom Practise
- Data Skills and Use

We are sustaining and growing in the areas of

- Collaborative Practice
- Learning and Development
- Professional Standards

In the domain of leading we are delivering in the areas of

- School Planning, Implementation and Reporting
- Management Practices and Processes

We are sustaining and growing in the areas of

- Leadership
- School Resources

Our future directions identified were to:

- Provide staff training in numeracy programs; TENS and Town to build students' skills and results in numeracy.
- Promote ongoing peer feedback and professional discussion about quality teaching and learning.
- Collaborate with Crookwell Small Schools on using PLAN, to best track and develop numeracy programs K–10.
- Improve data collection procedures for ease of use and to maximise teaching and learning time.
- Review of students' results in 2016–2017 NAPLAN in Year 3, to demonstrate the effectiveness of the L3 program.
- Focus on numeracy training in 2017 for classroom teachers.
- Increase student leadership, as part of our wellbeing lessons and events.
- Provide more detailed surveys for parents and students on behaviour.
- Provide feedback from lessons, meetings and data collections to the community, to ensure transparency of the school plan and make sure that all stakeholders have input into the school's direction towards the future.
- Provide students with more opportunities to reflect on their learning using the assessment and reporting processes.
- Continue professional learning in evaluation procedures to assist in attaining the School Plan's strategic direction of student growth.
- Continue to offer GATS programs to students and provide training for teachers.
- Seek out STEAM program development opportunities for teachers.
- Train staff in using up to date software and technology to effectively track student progress in more areas of the curriculum and use this to build on their teaching and learning programs.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Literacy and Numeracy

Purpose

To develop explicit high quality teaching and learning programs that enable students to achieve at or above their stage level in literacy and numeracy and engage them as 21st century learners. To improve all students' learning, achievement and engagement in literacy and numeracy through the development of explicit high quality teaching and learning programs in line with the NSW curriculum as well as meaningful use of technology.

Overall summary of progress

Student progress has improved K–6 in reading and spelling as well as in number. Staff have continued training in L3, MultiLit and quality teaching programs. Parents have been involved in future planning for assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students grow at or above expected rates of growth as measured by both internal and external assessment methods	<p>The majority of students showed growth in NAPLAN from year 3–5 in our targeted areas</p> <p>Our internal assessment showed that 75% of students achieved at or above the set targets for reading, writing and number</p> <p>Students tracking folders were used by students and students began setting learning goals in numeracy</p> <p>All K–2 students read at or above set levels as part of our L3 literacy program</p>	<p>TPL funds – L3</p> <p>\$3342 for Professional learning 2016</p>
Teaching and learning programs reflect a commitment to student centred learning	<p>In 2016 we focused on teacher training to improve literacy and numeracy programming and planning. Staff were trained in L3, Integrated planning, Quality Teaching and effective use of technology</p> <p>Student centred assessment and tracking was built upon in 2016</p> <p>Parent surveys were conducted to gain an understanding of what parents want from our school assessment and reporting plan</p>	<p>Equity funds/Principal admin funds for salaries \$25000 for 2016</p> <p>TPL – MultiLit</p>

Next Steps

- Staff training in 2017 focusing on numeracy from K–2 to improve student understanding and results.
- Student goal setting for visible learning introduced to staff and students to allow for better student understanding of their progress and areas for growth.
- Focus on writing and spelling will continue with training being undertaken in Writing in the Middle Years

Strategic Direction 2

Wellbeing

Purpose

To foster a supportive and collaborative learning environment by providing programs that develop and maintain emotional, spiritual, mental and physical wellbeing of all school community members. To create a positive school environment through inclusive social skills programs, health and sport programs, engagement with parents and the school community as well as partnerships with the wider community.

Overall summary of progress

Parents have been actively involved in school events and planning and have reported satisfaction in our ongoing wellbeing programs. PBL and KidsMatter have been used effectively in the classroom and new staff have been trained in these programs. More opportunities for students were offered in sports and creative arts programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Growth in positive responses to school wellbeing surveys from students, parents and staff• Increase in student and parent participation in school health, wellbeing and sport events and programs	<p>Parent and student feedback is overwhelmingly positive</p> <p>PSSA sport, Sporting Schools and GCOPS programs expanded and included students from K–6</p>	<p>\$5400 Sporting Schools grants</p> <p>\$500 P&C funding for equipment</p> <p>\$750 Premiers Sporting Challenge</p>

Next Steps

- Relaunch PBL and review KidsMatter
- Ongoing behaviour tracking
- Improved reporting to parents on wellbeing

Strategic Direction 3

Collaboration and Innovation

Purpose

To develop the skills of staff and students through collaborating with the Small Schools Network on curriculum, gifted and talented education and innovation in teaching and learning programs.

Overall summary of progress

Staff in 2016 collaborated on several programs and training opportunities. Integrated units of work were developed and taught. Students use of technology has increased and is being used effectively. Collaboration opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in staff collaborating and networking with small school colleagues and developing quality enrichment programs that challenge and extend all students	Integrated unit training for primary teacher Science unit program with Taronga Zoo	\$3400 from P&C for technology 2 casual days
Increase in number of students engaging with innovative, collaborative and challenging units as part of the Small Schools GATS programs	One program run with small schools network in 2016	

Next Steps

- STEAM program expanded
- Student centred learning a focus– staff training
- Crookwell Community of Small Schools meetings to be held each term

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	Extra teaching staff employed for targeted support SLSO employed for in class support MultiLit program continued 4 days per week	\$10,500 for LAST \$1200 flexible funding \$1044.50– RAM
Quality Teaching, Successful Students (QTSS)	Teachers released for collaborative planning Training on effective assessment	4 teaching days
Socio–economic background	Student support offered for major excursions and events SLSO employed to support student learning	\$1,084.44

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	11	15	18	10
Girls	11	16	14	7

There are no teachers at Laggan Public School that identify as being of Aboriginal or Torres Strait Islander heritage.

Teacher qualifications

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.6	93.7	90.4	95.3
1	94.4	92.9	93.8	90.1
2	93	95	90.5	94.6
3	95.5	93.4	90.1	98.4
4	89.9	92.7	94.5	92.9
5	94.9	88.8	92.3	84.6
6	79.8	93.1	96.7	94.1
All Years	92.9	93.2	92	92.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Staff in 2016 were involved in teacher training including L3, integrated units and quality teaching, MultiLit, Small Schools planning, CPR, anaphylaxis, asthma and finance.

All teaching staff developed professional development plans to support their progress in gaining accreditation as well as support the School Plan.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.68
Other Positions	0.35

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	64 622.85
Global funds	51 568.33
Tied funds	53 436.33
School & community sources	15 458.18
Interest	1 002.75
Trust receipts	2 223.65
Canteen	0.00
Total income	188 312.09
Expenditure	
Teaching & learning	
Key learning areas	5 302.81
Excursions	1 817.00
Extracurricular dissections	3 257.13
Library	804.01
Training & development	3 342.84
Tied funds	77 210.98
Short term relief	2 255.72
Administration & office	27 281.45
School-operated canteen	0.00
Utilities	6 288.97
Maintenance	1 700.87
Trust accounts	2 396.81
Capital programs	0.00
Total expenditure	131 658.59
Balance carried forward	56 653.50

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent and student surveys were conducted at the end of 2016 to gauge satisfaction in school programs and reporting as well as to assess what programs and initiatives were working/not working and what they would like to see in 2017 for student learning, wellbeing and school initiatives.

Parents responses indicated a strong support for our wellbeing and teaching and learning programs. Parents were keen to have students participate in hands on learning and sporting programs. In terms of reporting 100% of feedback was that parents were satisfied with our current reporting model.

Student responses indicated that they were happy with technology, lesson styles and sporting programs. They would like more opportunities to set their own goals and tasks.

Policy requirements

Aboriginal education

All staff have completed training in working with Indigenous students and ways to integrate Indigenous perspectives into all KLAs.

Units of work in English, Mathematics, Science and History were developed to ensure that Indigenous themes and perspectives were included for all students from K–6. Students worked on Indigenous story telling through a range of written and digital formats.

Multicultural and anti-racism education

Multicultural perspectives are taught as part of our literacy, history and science units of work. In 2016 texts from a range of Asian cultures were studied in primary classes.

Our welfare policy covers anti-racism lessons. An anti-racism officer is appointed from our school staff.

Other school programs

Sporting Programs

In 2016 Laggan Public School increased its participation in sporting events and programs. We ran three successful coaching programs, through the use of Sporting Schools funding. All students from K–6 got professional coaching in touch football, swimming and netball. We also ran a dance program, athletics skills program and cricket program.

Primary students participated in PSSA netball, soccer and touch football as well as school and district swimming and athletics carnivals.

Stephanie Alexander Kitchen Garden Program

Laggan Public school continued its strong partnership with the Stephanie Alexander Kitchen Garden program. We completed a brand new kitchen which helped to improve the quality of what students can cook as well as safety. The kitchen is a great asset for our school and community.

Each week students had kitchen and garden lessons to develop their skills in growing food sustainably and cooking fresh produce. They also complete health, science, English and math tasks as part of the program.

Creative Arts

All students from K–6 were strongly involved in creative arts programs in 2016. In term 2 we ran an intensive dance program that culminated in a performance at the Goulburn Community of Public Schools annual concert. Primary students also performed in the mass choir at this event.

For the first time students were invited to create

sculptures for the Willowtree Garden Sculpture exhibition. Students worked with a local artist to create multimedia artworks that were displayed at the exhibition. 3 students won prizes in the event.