

Laggan Public School

Annual Report



2017



2354

Introduction

The Annual Report for **2017** 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.

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Principal

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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 4 students. There is 1 student in K–2 and 3 students in years 3–6. We operate as 1 class.

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 every fortnight. The school is supported by local groups such as Rotary, Lions Club, CWA and CADS.

Staff

The staff at Laggan Public School are made up of a teaching principal, 1 part time teacher, 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 community undertook self–assessment using the School Excellence Framework to inform, monitor and validate the process and impact of our teaching and learning strategies throughout the year. 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.

The results of the process indicated that:

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

Learning Culture

Wellbeing

Curriculum and Learning

Assessment and Reporting

Student Performance Measures

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

Effective Classroom Practises

Data Skills and Use

Professional Standards

Learning and Development

Collaborative Practice

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

Leadership

School Planning, Implementation and Reporting

Management Practices and Processes

We are sustaining and growing in the areas of

School Resources

Laggan Publics' future directions identified were to:

Provide and/or continue staff training in literacy and numeracy programs; Focus On Reading and TENS

Promote on going peer feedback and professional discussions about quality teaching and learning with the community of schools.

Collaborate with Crookwell Small Schools on using formative and summative assessments to track growth and learning.

Improve data collection procedures for ease of use and to maximise teaching and learning time.

Review of students' results in 2015–2017 NAPLAN in Year 3 and Year 5 to inform teaching and learning.

Focus on literacy, numeracy and Aboriginal education training in 2018 for classroom teachers.

Increase student leadership opportunities, as part of our wellbeing lessons and events.

Collaborate with and 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, Robotics, Genius Hour and STEAM 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 process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 across all years in reading, spelling and in number. Staff have trained in TENS and quality teaching programs to allow students to achieve such progress. Parents have been involved in future planning for assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 in our targeted areas</p> <p>Our internal assessment showed that 50% of students achieved at or above the set targets for reading, writing and number</p> <p>Students tracking folders are used by students and students began setting learning goals in literacy and numeracy</p> <p>All K–2 students continue to read at or above set levels as part of our L3 literacy program</p>	<p>TPL funds – TENS, Writing In The Middle Years</p> <p>\$5309 for Professional learning 2017</p>
Teaching and learning programs reflect a commitment to student centred learning	<p>In 2017 we focused on teacher training to improve literacy and numeracy programming and planning. Staff were trained in TENS, Writing In The Middle Years, Integrated planning, Quality Teaching and effective use of technology</p> <p>Student centred assessment and tracking was built upon in 2017</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</p> <p>\$1700 for 2017</p> <p>TPL – TENS, Writing In The Middle Years</p>

Next Steps

Staff training in 2018 will focus on numeracy from K–6 to improve student understanding and results.

Student goal setting for visible learning and sharing will allow for better student understanding of their own progress and areas for growth.

A focus on writing, spelling and reading will continue with training being undertaken in Focus On Reading and continuing with the strategies of 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)	Funds Expended (Resources)	Progress achieved this year
<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	Parent and student feedback is overwhelmingly positive PSSA sport, Sporting Schools and GCOPS programs expanded and included students from K-6	\$7200 Sporting Schools grants \$1100 P&C funding

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 2017 collaborated on several programs and training opportunities. K–6 integrated units of work were developed and taught. Student's use of technology, software, programs and digital citizenship has increased and is being used effectively. Collaboration opportunities have developed through the Small Schools Network.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in staff collaboration and networking with small school colleagues and developing quality enrichment programs that challenge and extend all students	Connecting schools through sporting activities, gala days, PSSA and the Creative and Performing Arts	\$580 Technology \$500 Sport programs
Increase in number of students engaging with innovative, collaborative and challenging units as part of the Small Schools GATS programs	Participation in sporting, technological and Creative and Performing Arts programs engaged and challenged students	\$500 Robotics Day \$260 GCOPS \$7200 Sporting Schools Australia

Next Steps

STEAM programs continue to expanded.

Student centred learning continued as a focus.

Crookwell Community of Small Schools meetings to be held each term.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Extra teaching staff employed for targeted support</p> <p>SLSO employed for in class support</p>	<p>\$9000 for LAST</p> <p>\$1227 flexible funding</p> <p>\$1044.66 RAM</p>
Quality Teaching, Successful Students (QTSS)	<p>Teachers collaboratively planning</p> <p>Training by colleague in Writing In The Middle Years</p>	<p>2 Teaching days</p>
Socio-economic background	<p>Student support offered for major excursions and events</p> <p>SLSO employed to support student learning</p>	<p>\$1535.87</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	15	18	10	5
Girls	16	14	7	2

Students enrolled at Laggan Public School come from local properties and towns. A quarter of students have historical ties to the school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.7	90.4	95.3	88.2
1	92.9	93.8	90.1	94.6
2	95	90.5	94.6	90.7
3	93.4	90.1	98.4	96.1
4	92.7	94.5	92.9	95.7
5	88.8	92.3	84.6	90
6	93.1	96.7	94.1	87.1
All Years	93.2	92	92.9	91.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Laggan Public School's aim is to record and monitor students' attendance in order that regular attendance of students will be encouraged and to enable steps to be taken which will improve poor attendance. Parents and students work with the school and HSLO to address non-attendance of students. The Attendance, Welfare and Behaviour policies are reviewed with all stakeholders and students are celebrated for their regular attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.98
Other Positions	0

*Full Time Equivalent

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.

Teacher qualifications

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

Professional learning and teacher accreditation

Staff in 2017 were involved in teacher training including CPR, anaphylaxis, asthma, finance, Oliver and Writing In The Middle Years.

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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	43,407
Global funds	34,331
Tied funds	14,546
School & community sources	12,383
Interest	299
Trust receipts	576
Canteen	0
Total Receipts	62,136
Payments	
Teaching & learning	
Key Learning Areas	7,725
Excursions	3,535
Extracurricular dissections	2,216
Library	286
Training & Development	5,414
Tied Funds Payments	13,979
Short Term Relief	3,084
Administration & Office	11,923
Canteen Payments	0
Utilities	3,325
Maintenance	2,462
Trust Payments	806
Capital Programs	0
Total Payments	54,754
Balance carried forward	50,789

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	88,258
Appropriation	81,976
Sale of Goods and Services	0
Grants and Contributions	6,058
Gain and Loss	0
Other Revenue	0
Investment Income	224
Expenses	-50,431
Recurrent Expenses	-50,431
Employee Related	-29,773
Operating Expenses	-20,658
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	37,827
Balance Carried Forward	37,827

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	275,556
Base Per Capita	2,598
Base Location	2,789
Other Base	270,169
Equity Total	15,318
Equity Aboriginal	0
Equity Socio economic	3,072
Equity Language	0
Equity Disability	12,247
Targeted Total	0
Other Total	23,583
Grand Total	314,457

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Due to our small candidature in the NAPLAN literacy tests, results cannot be published or analysed without identifying the students.

Due to our small candidature in the NAPLAN numeracy tests, results cannot be published or analysed without identifying the students.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Laggan Public School aims to improve the educational results and outcomes of all students in accordance with the Premier's Priorities.

Parent/caregiver, student, teacher satisfaction

Parent/carer surveys were conducted at the end of 2017 to gauge levels of satisfaction with school programs and the future direction of the school plan. This evaluated what initiatives and future plans were working/not working and what they would like to see in 2018–2020 for student learning, wellbeing and school initiatives.

Parents indicated strong support for teaching and learning programs as well as collaboration with other small schools. Parents were interested in continuing student's opportunities in sporting, creative and performing arts programs with other small schools in the area. All parents indicated that they were satisfied with the current school plan and the future direction of the new school plan.

Students response indicated that they were happy with technology, lesson styles and programs.

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, History, Geography, Creative and Performing Arts were developed to ensure that Indigenous themes and perspectives were included for all students from K–6. Students participated in exploring a local Indigenous story through a range of written and performance formats.

Multicultural and anti-racism education

Multicultural perspectives are taught as part of our literacy, history, geography and science units of work. In 2017 primary classes read texts dealing with architectural engineering feats and Asian cultures.

Our welfare policy covers anti-racism lessons. An anti-racism officer is appointed from our school staff. A staff member completed the ARCO course during 2017