

Laggan Public School

Annual Report



2018



2354

Introduction

The Annual Report for **2018** 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

2018 has been a wonderful year celebrating the history of Laggan Public School. This year marked the 150th anniversary since the school was first opened and it saw a joyous community celebration of the importance of Laggan Public School in our village and beyond. We have worked hard this year to ensure every student has been supported to reach their own best potential and have built our staff's capacity to meet student learning needs well into the future.

A big thank you to our wonderful parent community who have all given above and beyond to ensure our students receive experiences that build their understanding well beyond the classroom.

School background

School vision statement

Laggan Public School strives to develop engaged, resilient, confident and competent learners. We envision that Laggan students will be successful members of our school and the 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 7 students. There are 3 students in K–2 and 4 students in years 3–6. We operate 1 class with a full-time Teaching Principal.

Community

Our school has strong connections to our community. Parents are involved in school events and volunteer in or 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, 2 part time teachers, 2 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. 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

Quality teaching and learning excellence

Purpose

To create a stimulating and engaging learning environment where teaching programs are flexible and adjusted to meet student's needs leading to improved performance.

Overall summary of progress

We have worked in 2018 to offer students a wide range of learning experiences to build their skills across all KLA's. Students have been involved in collaborative projects with our community of schools and staff have developed their skills in working with quality assessments and the Learning Progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of evidence of learning based assessment by staff to inform teacher practice		Staff have undertaken online training is quality assessment and tracking has been improved
Students achieve at or above expected growth in line with the Premier's Priorities on a number of assessment measures.		All students have achieved their expected growth in reading, number and writing

Next Steps

In 2019 we aim to work with small schools in the Uplands Learning Community to allow our students to build strong peer relationships as well as allow staff to work on consistent teacher judgement, assessments and quality teaching

Strategic Direction 2

Wellbeing and Collaboration

Purpose

To develop and provide a positive and inclusive school environment through educational, social, wellbeing, health and sports programs, along with parents, the school community, partnerships with the wider community and the Small School Network.

Overall summary of progress

In 2018 we have focused on student wellbeing through in school programs such as sport, music and creative arts as well as cross school programs such as STEM and sporting programs. This has improved student confidence and social skills as well as their scientific, writing, speaking and creative skills. Staff have built stronger relationships across the community of schools to build teacher capacity in all areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 50% increase in student participation in all educational, social, wellbeing, health and sporting programs.		100% of students have been involved in events
Increased collaboration through networking activities and development of educational programs with the Small School community to expand students and staff practices.		a learning community has been established and work has been done with School Services to help small school principals collaborate more effectively in 2018

Next Steps

Plans have been made for a small schools network to meet regularly in 2019 to allow students to learn and play with their peers, teachers to work together to improve student outcomes and improve staff wellbeing through collaboration and shared learning.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	18	10	5	2
Girls	14	7	2	1

Enrolments are predicted to increase with new kinder enrolments in 2020 and 2021

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.4	95.3	88.2	
1	93.8	90.1	94.6	94.7
2	90.5	94.6	90.7	
3	90.1	98.4	96.1	95.8
4	94.5	92.9	95.7	
5	92.3	84.6	90	
6	96.7	94.1	87.1	93
All Years	92	92.9	91.4	94.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	
1	93.8	93.9	93.8	93.4
2	94	94.1	94	
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	
5	94	93.9	93.8	
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.2

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(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.98

*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	50

Professional learning and teacher accreditation

Staff in 2018 were involved in teacher training including CPR, anaphylaxis, asthma, finance, Oliver and Writing In The Middle Years. The teaching principal also completed training in TENS and TOWNS, leadership and music. These training opportunities were used to improve teaching practise and student outcomes.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	37,827
Revenue	355,897
Appropriation	336,651
Sale of Goods and Services	0
Grants and Contributions	18,591
Gain and Loss	0
Other Revenue	0
Investment Income	655
Expenses	-314,286
Recurrent Expenses	-314,286
Employee Related	-265,755
Operating Expenses	-48,531
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	41,612
Balance Carried Forward	79,438

Our expenditure in 2018 was focused on supporting student learning and well being as well as building staff capacity in working with new syllabus documents, learning progressions and collaborative practice. The school funded excursions, music programs and sport programs to allow all students to succeed and thrive. Grounds work was also undertaken in the lead up to our 150th celebrations.

In 2019 our focus will remain on student learning and well being, especially in developing strong collaborative links with small schools in our area. This will be through shared learning days, staff training, excursions and shared resources.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	292,262
Base Per Capita	1,354
Base Location	2,510
Other Base	288,399
Equity Total	14,470
Equity Aboriginal	0
Equity Socio economic	1,359
Equity Language	0
Equity Disability	13,111
Targeted Total	0
Other Total	23,975
Grand Total	330,707

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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

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

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.

The Premier's Priorities in numeracy and reading: All targets were met for the premier's priorities in 2018 for year 3 and year 5.

Parent/caregiver, student, teacher satisfaction

Parent/carer surveys were conducted, through Survey Monkey, at the end of 2018 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, well being 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 and would like to work more with other schools and community organisations.

Policy requirements

Aboriginal education

All staff have completed training in working with Indigenous students and ways to integrate Indigenous perspectives into all KLAs. Staff worked with the local AECG to review current practice and plan for 2019.

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 2018 primary classes read texts dealing with prominent scientists from across the world, immigration patterns and Asian cultures.