

2020 Annual Report

Laggan Public School



2354

Introduction

The Annual Report for 2020 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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School vision

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

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. Laggan Public School currently has an enrolment of 10 students.

Our school has strong connections to our community. 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.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

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.

Improvement Measures

Increased use of evidence of learning based assessment by staff to inform teacher practice

Students achieve at or above expected growth in line with the Premier's Priorities on a number of assessment measures.

Progress towards achieving improvement measures

Process 1: Establish a supportive risk taking culture towards learning and an awareness of what students need to learn next.

Evaluation	Funds Expended (Resources)
Classroom teaching and planning has improved and shows a focus on improving student results and reflecting growth in data. Small schools are working together to further strengthen assessment, data collection and analysis for improving student results	\$500 casual staff - teaching principals relief

Process 2: Create innovative, aspiring learning excellence programs that meet all the students educational needs.

Evaluation	Funds Expended (Resources)
After a whole school review of reading resources, teaching programs and student results the reading program is being redeveloped to focus on decoding in the early years. This has already seen a growth in student results and confidence with complex texts and writing. Assessments are being planned for formative and summative assessments to inform teaching across small schools network. 2021 plan developed with small schools	\$5000 student reading resources - Literacy and Numeracy

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.

Improvement Measures

A 50% increase in student participation in all educational, social, wellbeing, health and sporting programs.

Increased collaboration through networking activities and development of educational programs with the Small School community to expand students and staff practices.

Progress towards achieving improvement measures

Process 1: Create a respectful learning culture that supports educational aspirations and ongoing performance improvement meeting the needs of all students.

Evaluation	Funds Expended (Resources)
<p>The school has worked on reviewing our programs and initiatives around wellbeing and have positive feedback on what we are doing and where we are heading. Students are engaged and attendance has remained stable, even throughout the COVID-19 epidemic.</p> <p>Shared Learning days were on hold for most of the year but will return in 2021.</p>	<p>\$1200 casual costs - teaching principal relief</p>

Process 2: Establish professional learning opportunities with other schools to build upon quality teaching practice resulting in improvement in teaching and learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Many opportunities this year were unable to be completed due to COVID-19 restrictions.</p> <p>Small schools in our network have worked together where possible and will continue to do so in 2021 to improve student wellbeing, staff capacity and student results.</p>	<p>\$500 casual costs - teaching principals relief</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$13 689.00) 	In 2020, our school received a total of \$13,689 in Low Level Adjustment for Disability funding. \$10,938 of this funding was to employ a 0.1FTE Learning and Support Teacher. \$2,751 was used as flexible funding to employ a School Learning Support Officer; this staff member supported learning in both Literacy and numeracy for all students and supported the wellbeing of our students in the playground at break times and at transition throughout the school day.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$453.00) 	The school spent our minimal Socioeconomic funding on the purchasing of decodeable readers to support literacy improvements, particularly for our K-2 students.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	5	2	2	5
Girls	2	1	1	1

Student attendance profile

School				
Year	2017	2018	2019	2020
K	88.2			97.3
1	94.6	94.7		
2	90.7		89.9	89
3	96.1	95.8		95.8
4	95.7		94.8	
5	90			95.7
6	87.1	93		
All Years	91.4	94.3	92.2	96.1
State DoE				
Year	2017	2018	2019	2020
K	94.4			92.4
1	93.8	93.4		
2	94		93	92
3	94.1	93.6		92.1
4	93.9		92.9	
5	93.8			92
6	93.3	92.5		
All Years	93.9	93.2	92.9	92.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.98

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	91,040
Revenue	388,196
Appropriation	371,457
Sale of Goods and Services	760
Grants and contributions	15,825
Investment income	153
Expenses	-409,167
Employee related	-318,781
Operating expenses	-90,386
Surplus / deficit for the year	-20,971
Closing Balance	70,069

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	14,142
Equity - Aboriginal	0
Equity - Socio-economic	453
Equity - Language	0
Equity - Disability	13,689
Base Total	323,792
Base - Per Capita	722
Base - Location	2,033
Base - Other	321,037
Other Total	32,612
Grand Total	370,546

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.

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. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through a whole of community survey toward the end of the school year as a result of our thorough Situational Analysis in preparation for our 2021-2024 Strategic Improvement Plan. All parents responded to our survey which is extremely impressive and helpful.

An analysis of the findings from our survey include;

- Numerous parents wanted outdoor sports to be a continued focus moving into 2021
- Continued Community partnership / engagement should remain a major priority moving into 2021+
- STEM based learning (in partnership with Crookwell High School) is valued and should be continued if available in 2021+
- The Stephanie Alexander Kitchen program is highly valued and should continue as a priority

When asked 'What do you want your child to leave Primary school with', responses included;

- Resilience
- Confidence
- Life-Skills
- Appropriate social skills
- High School readiness

The above areas will be addressed in the 2021-2024 Strategic Improvement Plan.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.