

2023 Annual Report

Laggan Public School



2354

Introduction

The Annual Report for 2023 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 Strategic Improvement 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.

School contact details

Laggan Public School

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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. The school currently has an enrolment of 11 students. There are 6 students in K-2 and 5 students in years 3-6.

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.

The staff at Laggan Public School are made up of a teaching principal, 2 part time teachers, 1 part time School Learning Support Officer, a part time School Administrative Manager, 2 General Assistants and a School Counsellor.

The high level areas for improvement for our school as identified through a consultative situational analysis are student growth and attainment, social and emotional learning and educational leadership. These priorities will be supported through a range of equity funding sources including social economic background, low level adjustment for disabilities, professional learning, literacy and numeracy and quality teaching successful students.

Laggan Public School, situated 8km from Crookwell in a picturesque village. Nestled in spacious grounds adorned with two sports fields and a kitchen garden, the school provides a serene learning environment. Presently, the school caters to 15 students, with 9 in grades K-2 and 6 in years 3-6.

Our school prides itself on its strong ties to the local community. Parents actively participate in school activities and generously volunteer for our Kitchen Garden program on a weekly basis. Additionally, the school receives invaluable support from various local organisations such as Rotary, Lions Club, CWA, and the RSL.

The school staff consists of a dedicated team including a teaching principal, an assistant principal, two part-time teachers, one part-time School Learning Support Officer, a part-time School Administrative Manager, two General Assistants, and a School Counsellor.

Through a comprehensive situational analysis conducted with input from stakeholders, key areas for improvement have been identified. These include enhancing student growth and achievement, fostering social and emotional learning, and strengthening educational leadership. To address these priorities, the school is accessing various funding sources aimed at promoting equity, such as support for students from diverse socioeconomic backgrounds, resources for students with disabilities, professional development opportunities for staff in literacy and numeracy and initiatives aimed at ensuring quality teaching practices for student success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Purpose

Every student, every teacher and every leader and the school improves every year.

Every student is engaged and challenged to continue to learn.

Every student has a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice

Resources allocated to this strategic direction

Integration funding support
Low level adjustment for disability
AP Curriculum & Instruction
Socio-economic background

Summary of progress

Evidence of Activity:

In the assessment process, we utilised a comprehensive range of internal and external tools, including Best Start, Phonological Awareness, Essential Assessment, Check-in Assessment, Literacy and Numeracy Progressions and the Sound Waves Spelling Program. The results indicated an improvement in the percentage of students meeting the expected growth in reading, as evident from school assessment data.

Our approach involved both pre-assessment and post-assessment data, encompassing both formative and summative evaluations. We specifically assessed reading levels and fluency rates to ensure a holistic understanding of each student's progress.

By analysing data on literacy and numeracy, we developed targeted teaching and learning programs tailored to each student's current learning stage. This data-driven approach also informed the creation of individual learning plans, resulting in noticeable growth in both reading and numeracy across all students.

The initiative shed light on the effectiveness of our teaching practices, particularly in implementing the InitialLit program with our K/1 students over the past year. This insight guided our staff to focus on specific areas for tracking and measuring progress, providing a cohesive direction.

What are the next steps?

- Continue to collect data on all students and make adjustments to teaching and learning programs and ILPs. The AP C&I will collaboratively plan with all teachers to embed the new English and Mathematics Syllabus and programming units from the Universal Resource Hub.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|-------------------------------|--|
| Improvement in the percentage | The activity contributed to the progress measure of students showing |

| | |
|---|--|
| students achieving expected growth in reading as evidenced by in-school assessment data. | growth in literacy as we were able to identify two areas of weakness (reading) within our school and develop systems to track progress in these areas. All students showed one or more years growth evidenced by Checkin assessment and Naplan results. |
| Improvement in the percentage students achieving expected growth in numeracy as evidenced by in-school assessment data. | The activity contributed to the progress measure of students showing growth in numeracy as we were able to identify the strengths within our school and develop systems to track progress in these areas. All students showed one or more years growth evidenced by Checkin Assessment, Essential Assessment and Naplan results. |

Strategic Direction 2: Learn, Grow and Belong

Purpose

At Laggan Public School the school culture is strongly focused on learning, the building of educational aspirational and ongoing performance improvement throughout the school community. There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so that they can learn, grow and belong.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connect, Succeed and Thrive

Resources allocated to this strategic direction

Socio-economic background

Location

Summary of progress

Evidence of Activity:

This year, we diligently adhered to our Positive Behaviour for Learning Policy, witnessing all students thrive within its framework. Notably, students earned behaviour awards for meeting and exceeding all expectations, showcasing consistently excellent behaviour throughout the year. Their commitment to respecting school values and adhering to rules on a daily basis is commendable.

Throughout the year, we actively participated in Shared Learning Days with other small schools, fostering collaboration and knowledge exchange. Our monthly contributions to the local newspaper served to engage the community in our school activities, thereby strengthening our ties with the wider community. These endeavours significantly contributed to both school wellbeing and student engagement. Notably, our school surveys reflect a positive perception of the school culture.

The school has actively embraced the Strengthening Family and Community Engagement matrix, reinforcing community bonds through various descriptors. The Inquiry, Evidence, and Reflection (IER) strategy have been implemented, evidenced by staff reflections, new policies, student engagement templates, and the Life Skills Go program.

This strategic approach has yielded positive outcomes, reflected in the school's adherence to Restrictive Practices protocols, creating an inclusive and engaging environment. Notably, emotional engagement has improved, translating into enhanced cognitive engagement with learning.

Data, sourced from staff reflections, policies, student templates, and the Strengthening Family & Community Engagement tool, has been instrumental in assessing the impact of implemented strategies.

Looking ahead, the focus is on enhancing family and community involvement, exploring the implementation of a Student Engagement Data Wall, and refining strategies through data-driven insights. The journey towards educational excellence continues, with each achievement shaping the path for ongoing growth and improvement.

Where to next:

Looking ahead to the next year, we are poised to lead the implementation of the Inclusive Engaging Respectful (IER) policy in 2024. Additionally, we plan to design a new Behaviour School Management Plan, ensuring the creation of an inclusive, engaging, and respectful school environment. Through data collected in the program Life Skills Go, we analyse students readiness for learning daily and adjust the program to meet students individual needs. We will continue to collect data through the use of Microsoft forms from parents, students, staff and the wider community to inform future planning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| Increase the % of students demonstrating positive wellbeing (sense of belonging, expectations for success, advocacy at school) to a minimum of 75%. | This year's attendance rate is higher at the percentage of students attending more than 90% of the time has increased by 15.4 % and is currently at 65.4%. We are working towards our system negotiated target. |
| Improvement in percentage of students attending 90% of time to the lower bound of the system negotiated target (70%). | <p>The 2023 school-wide survey at Laggan Public School revealed positive trends. The percentage of students expressing a sense of belonging and those with high expectations for learning both reached 100%.</p> <p>Regarding attendance, we are currently in line with school improvement targets, with 46.2% of students attending more than 90% of the time. Our overall attendance rate is an 89%, surpassing the DOE State by 2% and the Network by 5.7%. We are actively working to improve these figures further. This year, our staff actively engaged in Guided Attendance workshops, focusing on implementing intervention strategies for Tier 1 students. Moving forward, our goal is to identify and address absences within specific cohorts for Tier 1 students (80-90%) while deepening our understanding of universal supports across the department.</p> |
| The school will move from building descriptors to sustaining descriptors in all dimensions of the Strengthening Family and Community Engagement Matrix. | Strengthening community ties as mapped by the Strengthening Family and Community Engagement matrix. |

Strategic Direction 3: Educational Leadership

Purpose

The team at Laggan Public School will model instructional leadership and support a culture of high expectations resulting in sustained and measurable improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Standards and Practice

Resources allocated to this strategic direction

QTSS release

Per capita

Professional learning

Summary of progress

Evidence of Activities:

Laggan Public School has maintained a collaborative effort with our Professional Learning Community (PLC) and the Yass Small School Network, emphasising the enhancement of formative assessment and feedback practices for both teachers and students. The primary goal is to facilitate targeted and differentiated teaching and learning. The PLC's concentrated efforts have yielded positive outcomes, with increased student learning attributed to the provision of explicit, high-quality feedback and heightened student reflection.

Our school team, in conjunction with the Small Schools Professional Learning Community, consistently cross-references the High Impact Professional Learning Continuum and the Key Practices for Instructional Collaboration Matrix. This ensures that our staff is engaged in reflection and actively working towards leadership growth in alignment with the specified descriptors of practice.

Teachers within the PLC persist in utilising specific assessment data to diagnose student needs, implement suitable interventions and evaluate their impact through progress data. Throughout the year, staff members have participated in uniform teacher judgement processes across schools, engaging in discussions about what a year's growth looks like within each school context. Data analysis has been a central focus, informing adjustments in teaching practices. The Assistance Principal Curriculum and Instruction (APC&I) has played a pivotal role in providing demonstration classes for staff, significantly aiding the implementation of the new English and Mathematics Syllabus.

Where to next:

Ensure that future professional learning related to student learning is not only applicable in classroom practice but also rooted in identified student needs. The PLC remains dedicated to refining systems and processes for sharing resources and best practices among schools. Additionally, efforts are underway to improve the collection of evidence of student learning, fostering a clear connection between targeted professional learning and ongoing student improvement.

Future professional learning for the PLCs will centre around leading and preparing for the 3-6 English and Mathematics Syllabuses and Curriculum Reform. Staff members are also set to participate in Middle leadership training, further enriching their skills and contributions to the school community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|--|
| The PLC will move from commencing practice to Developing practice in the Key Practices for Instructional Collaboration Matrix . | Teachers are actively working together to enhance their collective efficacy. The Professional Learning Community (PLC) is dedicatedly collecting data to monitor student progress. Our involvement in the Leading Secondary Numeracy professional learning has provided us with a focus on |

| | |
|---|---|
| <p>The PLC will move from commencing practice to Developing practice in the Key Practices for Instructional Collaboration Matrix .</p> | <p>multiplicative strategies to support students. We have successfully participated in professional learning sessions on using PLAN2 to plot students for the allocation of COVID Individual Learning Support Plans (ILSP). Additionally, we have effectively aligned school plans within our PLC.</p> |
| <p>The school (as a member of the PLC) will demonstrate accomplished descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.</p> | <p>Teachers actively collect and utilise assessment data to track achievement and pinpoint learning gaps, guiding targeted planning for specific student groups and individuals. Shared responsibility exists for continuous professional learning and the enhancement of teaching practices. The school consistently gathers and analyzes student progress and achievement data to identify areas for further development.</p> |

| Funding sources | Impact achieved this year |
|---|---|
| <p>Integration funding support</p> <p>\$44,283.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Laggan Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$2,905.74</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Laggan Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Learn Grow and Belong <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in the following impact: Additional release time for professional learning to support identified students with learning and support needs. Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services.</p> <p>After evaluation, the next steps to support our students will be: To continue successful reading, writing and mathematics interventions for individuals and groups of students.</p> |
| <p>Low level adjustment for disability</p> <p>\$17,342.43</p> | <p>Low level adjustment for disability equity loading provides support for students at Laggan Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice |

| | |
|---|--|
| <p>Low level adjustment for disability</p> <p>\$17,342.43</p> | <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: Employing a learning and support teacher to work with individual students within the classroom to build teacher capacity to meet the needs of all learners. Improved learning achievement outcomes for students increasing expected growth for students in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the Learning and Support Teacher and the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).</p> |
| <p>Location</p> <p>\$1,481.96</p> | <p>The location funding allocation is provided to Laggan Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learn Grow and Belong <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p> |
| <p>Professional learning</p> <p>\$5,604.58</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Laggan Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Standards and Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • unpacking evidence-based approaches to teaching reading and numeracy, exploring modelled, interactive, guided and independent teaching strategies. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to differentiate the curriculum to cater for students above and below the expectation in literacy and numeracy. The Assistant Principal Curriculum and Instruction (APC&I) has supported classroom teachers to develop their skills and understanding in data analysis and classroom practice.</p> <p>After evaluation, the next steps to support our students will be: Additional professional learning to support staff with the implementation and teaching of new syllabuses.</p> |
| <p>QTSS release</p> <p>\$2,130.62</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Laggan Public School.</p> |

| | |
|---------------------------------------|---|
| <p>QTSS release</p> <p>\$2,130.62</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Standards and Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.</p> |
| <p>COVID ILSP</p> <p>\$11,927.82</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 5 | 7 | 8 | 6 |
| Girls | 1 | 2 | 3 | 6 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 97.3 | 90.9 | 79.4 | 86.0 |
| 1 | | 95.7 | 88.3 | 86.7 |
| 2 | 89.0 | | 87.5 | |
| 3 | 95.8 | 83.3 | 78.3 | 93.9 |
| 4 | | 95.4 | | 86.3 |
| 5 | 95.7 | 86.0 | 86.2 | |
| 6 | | 86.0 | 76.1 | 90.2 |
| All Years | 96.1 | 91.6 | 83.2 | 88.4 |
| State DoE | | | | |
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 92.4 | 92.8 | 87.9 | 91.1 |
| 1 | | 92.7 | 87.4 | 90.5 |
| 2 | 92.0 | | 87.8 | |
| 3 | 92.1 | 92.7 | 87.6 | 90.9 |
| 4 | | 92.5 | | 90.6 |
| 5 | 92.0 | 92.1 | 87.2 | |
| 6 | | 91.5 | 86.3 | 89.8 |
| All Years | 92.1 | 92.4 | 87.4 | 90.6 |

Attendance

NSW student attendance data in 2020 is not comparable to other 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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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 |
| Assistant Principal(s) | 0.2 |
| Classroom Teacher(s) | 0.64 |
| Learning and Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 1.08 |

*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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

| Staff type | Benchmark ¹ | 2023 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 3.60% |
| Teachers | 3.00% | 3.40% |

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2023 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 42,449.36 |
| Revenue | 597,294.46 |
| Appropriation | 559,164.01 |
| Sale of Goods and Services | 2,013.05 |
| Grants and contributions | 34,463.28 |
| Investment income | 1,654.12 |
| Expenses | -587,558.96 |
| Employee related | -479,052.44 |
| Operating expenses | -108,506.52 |
| Surplus / deficit for the year | 9,735.50 |
| Closing Balance | 52,184.86 |

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.

| | 2023 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 44,283 |
| Equity Total | 20,248 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 2,906 |
| Equity - Language | 0 |
| Equity - Disability | 17,342 |
| Base Total | 329,449 |
| Base - Per Capita | 2,863 |
| Base - Location | 1,482 |
| Base - Other | 325,104 |
| Other Total | 130,522 |
| Grand Total | 524,502 |

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

Parent/caregiver, student, teacher satisfaction

This year, our school has actively sought input from parents through various channels, including, parent meetings, phone conversations, informal discussions and biannual customised surveys for both parents and students. We have also utilised the Life Skills Go application to regularly update parents and students on achievements and wellbeing.

Our focus has been on several key areas:

Cultivating a Welcoming Environment for Parents:

At Laggan PS, we prioritise making our entire school community feel valued. We engage with our community through social media, volunteer opportunities, community use of school resources and collaboration with the local progress association.

Keeping Parents Informed:

Parents at our school rely on platforms such as our Facebook page, school newsletter and Sentral for important school information and to celebrate successes. They appreciate the various videos, photos and messages shared by staff to acknowledge their child's progress and well-being.

Supporting Learning:

Parents feel confident that their children are receiving support to achieve their academic and well-being goals. We provide substantial support for allied health professionals to collaborate with students.

Promoting Positive Behaviour:

Our school has integrated Positive Behaviour for Learning into our daily routines. We consistently reinforce expected behaviours through programs and initiatives, supported by clear and regular communication between home and school. Data shows that all students are familiar with school expectations and rules.

Fostering Inclusivity:

At Laggan Public School, students, teachers, parents, and caregivers collaborate to foster high expectations, personal growth and achievement for all. Our learning environment is inclusive, forward-thinking and focused on promoting resilience, balance and empowerment among learners, aiming to instil a lifelong commitment to active citizenship within the community.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.