

# Laggan Public School

## 2019 Annual Report



2354

## Introduction

The Annual Report for 2019 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.

### School contact details

Laggan Public School

Laggan Rd

Laggan, 2583

[www.laggan-p.schools.nsw.edu.au](http://www.laggan-p.schools.nsw.edu.au)

[laggan-p.school@det.nsw.edu.au](mailto:laggan-p.school@det.nsw.edu.au)

4837 3215

# 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

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/school-excellence>

## 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)
<p>Student reporting has been adjusted to include a student voice, with students reporting on their goals and progress that they were proud of. This enabled stronger discussions with students and parents on progress and the "where to next" which was reflected in parent surveys.</p> <p>Staff worked on simple visible learning strategies, however more formal training is needed to ensure that all teaching staff can implement visible learning more meaningfully in 2020.</p>	<p>Professional learning funds \$1000</p> <p>Principal relief funding \$1000</p>

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

Evaluation	Funds Expended (Resources)
<p>The work conducted with One Schools and the Curriculum Directorates developed staff skills in developing quality assessments, comprehensive scope and sequences for science, geography and history. The focus for 2020 will be implementing inquiry based work with quality and robust assessments across all stages.</p> <p>Our small schools cluster has worked closely to develop shared goals for student learning and staff development and this has led to need for a shared assessment plan and training in use of "small data" to show the impact of our work together.</p>	<p>Small schools project x casual days \$2500</p> <p>One Schools curriculum planning \$1500</p>

## 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)
Across 2019 we have worked on reviewing the wellbeing framework with our cluster of small schools. Work withing our school has shown an increased level of student and parent engagement and satisfaction with wellbeing programs being run. There needs to be more review as a cluster on what we can be doing better and what we do well already.	

**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)
Surveys were not completed by all staff due to changes in staffing but the feedback has been positive in regards to what the students are achieving out of the days and that we need to work further of shared professional development to make the most of our shared resources, expertise and time together.	Professional learning \$500 Small Schools project \$500

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$10,672 staffing allocation LAST  \$2,700 flexible funding	Student learning and engagement was improved by having a consistent SLSO (also employed as a part time SAM) in the classroom to support reading and number skills. 100% of students increased reading comprehension and addition skills in 2019 which was supported by the LAST and SLSO in the classroom
<b>Socio-economic background</b>	\$227 flexible funding	100% of students were able to participate in excursions and in-school learning experiences because all costs were met by the school

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	10	5	2	2
Girls	7	2	1	1

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	88.2		
1	90.1	94.6	94.7	
2	94.6	90.7		89.9
3	98.4	96.1	95.8	
4	92.9	95.7		94.8
5	84.6	90		
6	94.1	87.1	93	
All Years	92.9	91.4	94.3	92.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4		
1	93.9	93.8	93.4	
2	94.1	94		93
3	94.2	94.1	93.6	
4	93.9	93.9		92.9
5	93.9	93.8		
6	93.4	93.3	92.5	
All Years	94	93.9	93.2	92.9

### 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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	79,438
<b>Revenue</b>	381,572
Appropriation	365,611
Sale of Goods and Services	257
Grants and contributions	15,193
Investment income	510
<b>Expenses</b>	-369,970
Employee related	-304,252
Operating expenses	-65,718
<b>Surplus / deficit for the year</b>	11,602

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	13,598
Equity - Aboriginal	0
Equity - Socio-economic	227
Equity - Language	0
Equity - Disability	13,371
<b>Base Total</b>	312,494
Base - Per Capita	704
Base - Location	2,259
Base - Other	309,531
<b>Other Total</b>	29,716
<b>Grand Total</b>	355,808

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Parent/carer surveys were conducted, through Survey Monkey and ClassDojo, at the end of 2019 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 parents would like to see in 2020 to improve school performance.

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.

Student responses indicated that they were happy with collaborative learning days and online sessions, STEAM sessions and programs run through Crookwell High School, flexible learning options and goal setting. They indicated a wish for more shared learning, more goals for each subject and more online learning if possible.

# 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.