2008 Annual School Report
Laggan Public School

NSW Public Schools – Leading the way
Principal's message

Laggan Public School is a progressive, well-resourced village school which is proud of its 140 year history of providing each of its students with quality education and learning experiences in a supportive and caring environment. Practical, flexible and highly individualised instruction ensures that learning outcomes are maximised - offering our students the best opportunity to succeed and achieve their full potential, academically, socially and emotionally.

Our school’s dedicated and caring staff continue to provide opportunities for students to develop their social skills, self-confidence and independence, including programs that involve them in decision making and responsibility for various aspects of the school.

We enjoy an excellent working relationship with the whole school community who actively support and are involved in our students’ learning. This relationship ensures that the school and its environment continue to be a well-respected community institution.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Robyn Watson

P&C message

Together, this school remains strong and will continue to be one of the leading examples for education in this district.

Mr Danny Gordon
P&C President

Student representative's message

As Secretary of this year’s Student Representative Council, I would like to say that being a part of the S.R.C is a good way of representing the students and their well-being, as well as organising fundraising activities for charities and our school.

Some of our fundraising during the year included Fun-Fridays, socials and a talent quest where the winners performed at Presentation Night. Our major charity was the ‘Starlight Foundation’ while the remaining profit went to the Year 6 Farewell Gift to the school.

We wouldn’t have been able to achieve these goals without our S.R.C members’ contributions and the support of all the staff members.

In 2009 we look forward to fresh ideas and new members on the S.R.C to continue help making our school, ‘a great place to be’.

Jessica Cooper
Secretary

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Following the transition of seven Year 6 students to high school at the end of 2007 there were four incoming Kindergarten enrolments in 2008.
Student attendance profile

A contributing factor to the decrease in student attendance during the year was that a family of three students travelled around Australia for a term, returning to school during Term 3.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4-5-6</td>
<td>3</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>5</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>4</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>6</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K-1-2</td>
<td>K</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>K-1-2</td>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Structure of classes

This year to support our literacy and numeracy program an additional primary teacher was engaged for two days per week to take Years 3/4. This enabled focused sessions in these two key learning areas to operate on Monday and Tuesday so that new concepts could be introduced at the relevant stage level.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Laggan Public School has a team of experienced and dedicated staff who are committed to developing the individual success of every student.

In 2008 staff included a Teaching Principal of Years 3-6; a part-time teacher of Years 3/4; one Year K-2 teacher; one part-time Librarian and RFF; one part-time STLA; one administration manager’s position and one part-time general assistant.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>2 days/week</td>
</tr>
<tr>
<td>Total</td>
<td>2 full-time</td>
</tr>
<tr>
<td></td>
<td>1 part-time</td>
</tr>
</tbody>
</table>

Staff retention

With the reduction in student enrolments, a nominated transfer was put into effect from the beginning of the school year with Mrs McLaren being appointed to a Goulburn school.

Mrs Thompson returned to her full-time position on Infants while Mrs Davis, who had previously shared this group, took up a full-time position in Yass.

Mrs Gay continued as Teacher/Librarian and also undertook the part-time Year 3/4 position.
Staff attendance
Staff have access to leave entitlements such as sick leave. Due to privacy issues P5 schools are not required to report percentage figures for attendance.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.
The school recognises and appreciates that along with the appropriate professional requirements for teaching, our teachers also have the dedication and commitment to deliver the very best teaching and learning activities catering for a variety of individual student needs.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2008

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>192,836.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>64,697.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>7,331.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8,475.11</td>
</tr>
<tr>
<td>Interest</td>
<td>9,256.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1183.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>283,779.76</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas                     | 17,417.74  |
  - Excursions                              | 10,843.60  |
  - Extracurricular dissections             | 3,316.41   |
- Library                                  | 2,090.43   |
- Training & development                   | 3,562.35   |
- Tied funds                               | 131,176.25 |
- Casual relief teachers                   | 3,112.50   |
- Administration & office                  | 29,485.97  |
- School-operated canteen                  | 0.00       |
- Utilities                                | 8,922.63   |
- Maintenance                              | 5,049.50   |
- Trust accounts                           | 1,183.20   |
- Capital programs                         | 5,067.28   |
| **Total expenditure**                     | 221,227.86 |

**Balance carried forward** | 62,551.90

The high balance carried forward from 2007 represented a large proportion of tied funds comprising mainly the balance of ‘Investing In Our Schools’ Funds. The balance of these funds will be expended when the COLA and covered area outside the amenities block are completed in early 2009.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

**Arts**

At Laggan Public School students are encouraged to participate in all aspects of creative arts, developing their skills through lessons and specialist visits as well as showcasing their talents to a wide and varied audience.

During the year students were involved in:
- a series of lessons delivered by the ‘Footsteps’ Dance Company who taught modern dance to K-6 students with a choreographed piece performed by students for families during Education Week;
- two concerts from the ‘Musica Viva’ organisation involving student participation in song, dance and rhythm activities. Students from Binda, Bigga and Five Mile Tree schools joined us for these visits;
- the end of year Presentation Evening where infants and primary presented plays and a student adaptation of a scene from ‘Midnite, the story of a Wild Colonial Boy’ and ‘Sharon Keep Your Hair On’, using powerpoint to create the backdrops and scenery.

Technology and creative arts
• a visit from the James Ruse Agricultural High School Band with the group performing a variety of pieces, demonstrating the range of instruments and involving the students in activities to improve their rhythm;
• outreach workshops from the Goulburn Regional Art Gallery and the Artist Shed in Queanbeyan. Artworks created by the students using recycled materials were exhibited at the Artist Shed;
• the Goulburn Eisteddfod where the whole school choir, under the guidance of our specialist music teacher, Mrs McCarthy, performed a series of songs to take out the Small Schools’ Trophy;
• dance, poetry recitations, musical and dramatic items for the community at special assemblies and Education Week;
• local poetry competitions with Year 4 student, Daniel Carr being awarded fourth place;
• a theatre visit to Canberra for infants students and Five Mile Tree school students to see, ‘Possum Magic’.

Sport
The school and its community understand and appreciate the importance of sport for promoting a healthy and active lifestyle, good sportsmanship and improving skill levels to help students reach their full potential. This year Laggan Public School also participated in the Premier’s Sporting Challenge achieving an overall gold status for the students and the school.

The daily fitness program was organised by the sports captains with sport held each Friday for primary students and mid-week for the infants.

Additional sporting opportunities were available during the year including:
• learn to swim classes;
• cricket and soccer clinics;
• PSSA knockout competitions in soccer and touch football with Laggan, Binda, Five Mile Tree and Bigga schools combining to form a girls and boys team in both competitions;
• rock climbing wall challenge with neighbouring small schools also attending;
• District swimming and athletic carnivals;
• District Cross Country run and hosted by Laggan Public School;
• Taralga Sports Day;
• Dancesport; and
• Infants students participating in ‘Sports Expo’ at Goulburn.

Sporting Achievements
Students represented the school in PSSA swimming, cross country, athletics, girls’ hockey, soccer and touch football at the district level.

• Bethany Lyons was named Senior Girl Champion at the District Athletics with Naydeen Collins runner-up.
• Luci Thearle and Bethany Lyons were equal Senior Girl Champions at the Taralga Sports with Naydeen Collins taking out the Hannaford 100m Trophy.

At the PSSA regional level students represented again in a variety of sports with:
• Danielle Jackson, Luci Thearle, Bethany Lyons, Naydeen Collins and Jemma Emery qualifying for the regional swimming.
• Naydeen Collins and Bethany Lyons were selected for the regional hockey championships with Bethany also selected for the state knockout championships.
• Joshua Cartwright represented at regional level in cross country.
• Bethany Lyons, Jemma Emery, Jessica Cooper, Luci Thearle, Naydeen Collins and Joshua Cartwright qualified for the regional athletics.

In chess, our teams competed in the Goulburn and Tudor House competitions with Laggan taking out second place in the Goulburn competition.

Other
NSW and National Competitions
Students participated in the University of New South Wales competitions in English and Spelling as well as The Premier’s Spelling Bee.

Joshua and Daniel Cartwright achieved a Credit in English while Joshua also achieved a High Distinction in Spelling.

Year 4 students, Jemma Emery and Daniel Gordon and senior students, Cherie King and Joshua Cartwright represented the school at the Regional Finals of ‘The Premier’s Spelling Bee’ with Joshua Cartwright awarded runner-up in the senior division.
Community Involvement

Laggan Public School continues to enjoy strong support from the school and wider community and is most grateful to these people who are always willing to 'lend a hand' when help is sought.

This participation is evidenced by:

- An active Parents and Citizens Association (P&C) who regularly attend meetings, support the school through fundraising, run a uniform shop; and organise catering for special occasions.
- Strong support from the wider community who, along with families and carers, enthusiastically attend school functions and assist in providing resources for special occasions;
- Parent, Mr Manny Rivera, organising and conducting the school weekly chess club, coaching for interschool competitions and running a forensic science workshop;
- Parents assisting with soccer coaching, debating and float decorating;
- Family and community members volunteering as reading and maths tutors;
- Four community members and the local clergy providing a weekly scripture program; and
- Donations of goods and resources as well as prizes for our Presentation Evening.

Special Celebrations

Our students gain valuable learning experiences through participation in celebrations both in and outside the school.

Students were involved in the Grand Parade at the Crookwell Festival which is an important event in our local community calendar, taking out the ‘Best School Float’ section. Our School Captains also laid a wreath during the Vietnam Veterans commemoration – held on the same day.

The student body participated in the Anzac Day March and Commemoration while formal assemblies were held for Easter, Education Week and Book Week. At our Annual Presentation Evening, Infants and Primary students gave choral and dramatic performances while a group of students performed at the annual, ‘Carols by Glowstix’.

Environmental Education

As a part of the school’s environmental program, Laggan Public School assisted the Goulburn Rural Lands Protection Board with the revegetation of a local reserve. In conjunction with the tree planting, students participated in environmental workshops on protecting our waterways, soil erosion prevention and managing our natural habitat and wildlife.

Excursions

Students were involved in a number of excursions throughout the year which consolidated learning undertaken in the classroom as well as offering opportunities to broaden their knowledge of the wider world.

Minor excursions involved students in visiting neighbouring small schools as well as local community sites. Infants travelled with Five Mile Tree Public School students to Canberra for a visit to the National Art Gallery and performance of ‘Possum Magic’. Later in the year Infants also visited Crookwell Tourist Information Centre to learn about local places of interest as a part of their study, ‘My Place’.

As a culmination to a unit of study on ‘Gold’, Years 3-6 flew to Melbourne and then travelled by train to Ballarat where they stayed at Sovereign Hill – a living museum which gave the students an opportunity to experience life on the goldfields in the 1850s.

This excursion was partly funded by the Federal Government Drought Grant and the P&C Association enabling all primary students to attend.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

In small schools reporting of information must be consistent with privacy and personal information policies. As Laggan Public School had fewer than ten students sit for both Literacy and Numeracy at
the Year 3 and Year 5 level reports cannot be issued that can lead to identification of individuals. For this reason only a brief summary can be provided.

**Literacy – NAPLAN Year 3**

In Literacy, Year 3 students achieved above the state average, with particularly pleasing results in reading where results were over 20 marks above the state average and 30 marks above the Comparative School Group (CSG). While in grammar and punctuation results were greater than 90 marks above the state and 100 above the Comparative School Group (CSG) average.

In writing, students were slightly below the state average and above the CSG.

**Numeracy – NAPLAN Year 3**

All students achieved well above the state average in all areas of numeracy with results 40 marks above the state and 46 marks above the CSG.

**Literacy – NAPLAN Year 5**

All Year 5 students achieved above the minimum standard with overall results ranging from Bands 6-8 in literacy.

Growth shown by matched students from their Year 3 results to Year 5 results was extremely pleasing with all students outperforming the state and CSG average growth. In overall literacy average growth was 107 compared to the state at 80.7 and the CSG at 58.3

**Numeracy – NAPLAN Year 5**

All Year 5 students achieved the minimum standard with overall results in Band 5 and Band 6.

Matched students, with an average growth of 80, were slightly above the state average of 79.7 and above the average CSG of 59.1

Analysing questions and problem solving involving a number of steps are areas that require consolidation.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achievement at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

All students learn about Aboriginal history, culture and contemporary Aboriginal Australia as a part of the school’s program. Aboriginal perspectives are taught predominantly through the HSIE syllabus and are included in relevant assessment tasks.

Students continued to develop an understanding and appreciation of Aboriginal values, culture and society through units of study involving art, dreamtime stories, the connection of Aboriginal people to the land and early settlement.

**Multicultural education**

Living in a culturally diverse society, multicultural education is incorporated into the school’s educational programs focusing on developing knowledge, skills, attitudes and values for our students.

Each year we celebrate our diversity of cultures with all students participating in the Country Women’s Associations (CWA) Country of the Year study. In 2008 the students learnt about the culture and environment of Mexico.

Lessons in French, as a part of Languages Other Than English (LOTE), continued for senior students as a part of the transition program and preparation for high school while the unit of work on ‘Gold’ introduced students to our early multicultural history.
Respect and responsibility are an integral part of our school’s values and are displayed daily by our students in the classrooms, the playground, with staff, adults, visitors and each other.

Students take on roles within the school as school leaders, SRC members, monitors and peer tutors deepening their understanding of these important values.

Whenever our students are in the wider community on excursions or representing our school they are praised for the exemplary way they conduct themselves.

Other programs

Student Leadership

A new initiative was begun this year to foster leadership within our Year 6 group. All students were given the opportunity to attend the Young Leaders Conference in Sydney with the school funding 75% of costs. Year 6 students from Bigga Public School also accompanied our students as a part of our small schools group.

The Student Representative Council (SRC) continued it role as a ‘voice’ for the student body and to raise funds for charities and the school. They organised a number of ‘Fun Fridays’, the school socials and talent quest with funds donated to the ‘Starlight Foundation’ and earthquake victims as well as funding the Year 6 gift to the school of a clock for the hall and a new garden in the COLA area.

Peer Support has been very successful at Laggan with senior students acting as Peer Support Leaders, heading group discussions, activities and assisting with fitness.

School Leaders conduct fortnightly and special assemblies with all students having the opportunity to introduce class items and develop their public speaking skills in front of larger audiences.

School Captains and House Captains represented the school at community and official functions including the Vietnam Veteran’s and Anzac Day Wreath Laying ceremonies.

Progress on 2008 targets

Target 1

Promote the school and develop the school/community relationships

Our achievements include:
- A successful discussion of the DET values with agreed outcomes by students, parents and school, which now form our own school values;
- Community partnerships strengthening with increased support from families and the wider community;
- An increase in parents, families and community members volunteering their expertise with additional tutors and workshops being offered to our students; and
- Increased participation by our students/school in community events from 50% of enrolled students in 2007 to 71% of enrolled students in 2008.

Target 2

Develop quality teaching across all KLAs using the Quality Teaching Framework

Benefits were apparent across all key learning areas for students in 2008 with quality teaching practices implemented and continued training and development undertaken by staff.

Our achievements included:
- All students achieving National benchmarks in both literacy and numeracy with above state average growth in both these areas;
- Skills levels of students improving with 80% of students in Years 3-6 with a reading age at or within six months of their chronological age, with 72% of students in infants ;
- All students Stage 2 – Year 4 students showing growth from BST results in 2007 – data from standardised testing and classroom observations;
- Identifiable changes in classroom practices by all teachers following training and development in ‘Literacy on Track’, leading to improved student outcomes across K-6; and
- Continued improvement in mathematics with scaffolding and new resources reinforcing the conceptual understanding of all students.

Target 3

Develop Leadership Capacity of all students within the school

Leadership strategies and undertakings have been covered extensively in the previous section,
‘Other Programs – Student Leadership’. Students show initiative and responsibility both in and outside the school.

Our achievements included:
- Students involved in leadership opportunities increasing from 40% in 2007 to 50% in 2008;
- All Year 6 students attending the ‘Young Leaders Conference’ in Sydney;
- Student participation in a variety of special occasions such as ANZAC Day, Crookwell Country Weekend, Laggan Carol Service, assemblies and excursions with school leaders and students taking on leadership roles;
- SRC members organising fun days, fundraising and chairing meetings;
- Students willingly participating in debating workshops, ‘The Premier’s Spelling Bee’, The Premier’s Reading Challenge’ and representing their school;
- Peer support operating successfully with younger students confident to seek support from older students.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Teaching and Literacy – in particular writing.

Educational and management practice

Background
Students, staff and the school community were asked to comment on teaching at the school. This was undertaken informally through discussion and more formally via a survey with an 88% response.

Findings and conclusions
There was positive feedback in all areas surveyed.

Future directions

While there is a consensus that teaching takes place in a positive and supportive environment with the student at the heart of teaching, professional learning will continue to be a priority to ensure that teachers and staff continue to upgrade their skills, keep abreast of changing trends and that quality teaching practices are implemented.

Teachers will ensure that the purpose for all learning is clearly communicated across all stages to engage and motivate students.

Curriculum

Background
An evaluation of the key learning area of writing within Literacy was carried out in 2008 to provide information on the effectiveness of teaching programs and procedures. Both formal and informal methods were undertaken involving: teacher observations, assessment, interviews and discussion, with students, parents, support teachers and consultants.

Findings and conclusions
NAPLAN results, survey, work samples and internal assessments have shown that:
- Students have become more confident in their writing and have developed new skills;
- There has been continuing improvement in results (from the Basic Skills Test to the current NAPLAN writing) with matched students showing growth from Year 3 to Year 5;
- Students are aware of the structure and function of a range of text types;
- Through the introduction of ‘Jolly Phonics’ in Infants, students are beginning to write meaningfully at an earlier point;
- Students are becoming more proficient in editing their own writing for spelling and grammar and utilising appropriate strategies to attempt corrections; and
- Parents agree that students have developed new skills in writing.
Future directions

Writing continues to be an identified area for development. Editing skills need to be further enhanced with a focus on ensuring that spelling proficiency is transferred to writing skills.

Additional Teacher professional learning will be provided for writing within the school plan and budget with teachers undertaking workshops in ‘Narrative Writing’ and Accelerated Literacy.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Laggan Public School is regarded as a safe, happy and caring learning environment by students, parents and staff;
- Students and parents are aware of the school’s high expectations for students and feel they are supported by their teachers to achieve them;
- The school works in partnership with the school community for the best outcomes for all students;
- All students, staff, parents and community members surveyed are proud to be part of Laggan Public School.

Professional learning

It is essential that opportunities for professional learning are ongoing within our school to enhance existing teaching practices and to keep abreast of new skills, knowledge and understanding that directly impact on teaching and learning outcomes for all students as well as management of the school.

Quality Teaching involved all teachers undertaking training in ‘Literacy on Track’ throughout the year and ‘Key into Comprehension’ while the Principal also undertook a course on ‘Narrative Writing’ and a ‘Making Middle Years Matter’ English workshop for Stages 3/4. All teachers attended maths workshops with the maths consultant and were inserviced on SBSR which is the new reporting system.

The Principal attended mandatory School Education Group meetings as well as networking with neighbouring small school principals on promoting small schools, developing assessment tasks and arranging combined excursions. A course to update skills in first aid was also completed.

School development days were used as professional learning opportunities.

The average expenditure per teacher on professional learning in 2008 was $2 108.00

School development 2009 – 2011

Targets for 2009

Target 1

In Literacy 77% of students to achieve Stage outcomes

Strategies to achieve this target include:

- Analysis of individual students’ needs and provision of appropriate support through the school counsellor, District STLA and extra reading support programs.
- Continuation of focused programs and implementation of new programs including separate Stage 2 and Stage 3 literacy classes for 4 days per week; new reading and comprehension resources; shared writing and reading workshops; continuing ‘Jolly Phonics’ and introducing ‘Jolly Grammar’; Electronic Whiteboard used throughout literacy and benchmarked reading levels across all stages.
- Teacher professional learning program focused on Accelerated Literacy for guided reading, shared reading, explicit modelled and scaffolded teaching of texts and text types; Electronic Whiteboard training; teachers to attend the PSP Equity Conference for Quality Teaching practices.

Our success will be measured by:

- Skill levels of students increasing with a greater number achieving at expected outcome levels – Year 5 students display growth at or above the average in NAPLAN.
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery.
- Across Network Literacy in place and in-class term and semester assessment indicate growth for every student.
- Students engaged and motivated in learning through interactive technologies.

Target 2

In Numeracy 74% of students to achieve Stage outcomes with NAPLAN growth at or greater than average growth

Strategies to achieve this target include:

- Targeted support for individual learning needs determined by analysis of NAPLAN numeracy and school-based data.
- Stages 2 and 3 separated for numeracy for four days per week.
- Applying Newman’s Error Analysis to help guide students through the previous year’s NAPLAN questions.
- Participation in professional learning opportunities to further develop expertise in numeracy - with a focus on ‘Working
Mathematically’ and the language of mathematics.

- A volunteer aide in the Infants classroom.
- Engagement of regional personnel to optimise staff learning.
- Resource development with an audit to be conducted and resources purchased.
- Increased parent involvement with workshops to assist parents in understanding how they can help their children with their maths at home.
- Integration of technology strategies into numeracy through the use of the interactive whiteboard, computer software and websites.

Our success will be measured by:

- Skills levels of students increasing with a greater number achieving at expected outcome levels – Year 5 students display growth at or above the state average in NAPLAN.
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery.
- Parents are more confident to assist their children with mathematics.
- Students demonstrate that they can transfer knowledge and skills to a range of problem solving and ‘real life’ tasks in maths and other key learning areas.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Robyn Watson, Teaching Principal Years 3-6
Danny Gordon, P&C President
Annette Thompson, K-2 teacher
Jenny Gay, Part-time teacher/librarian
Manny Rivera, Parent
Karen Galland, School Administration Manager

School contact information

Laggan Public School
Laggan Road, Laggan
Ph: 0248 373 215
Fax: 0248 373 227
Email: laggan-p.school@det.nsw.edu.au
School Code: 2354

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: