## School background 2015 - 2017

### School vision statement

Laggan Public School strives to develop engaged, resilient, confident and competent 21st century learners. We envision that Laggan students will be successful members of our school and 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 35 students. There are 13 students in K-2 and 22 students in years 3-6. We operate 2 classes.

#### Community
Our school has strong connections to our community. We have a growing P&C that works hard to fundraise for the school. 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, a full time classroom teacher, 2 part time teachers, 3 part time Student Learning Support Officers, a part time School Administrative Manager, 2 General Assistants and a School Counsellor.

### School planning process

Laggan Public School has worked with parents, students and staff collaboratively to develop the school plan.

Through written surveys, meetings and ongoing feedback the planning team developed a shared vision for the students and school. This led to analysis of our school data and survey data to develop strategic directions that reflected the vision and needs of the school.
Purpose:
To develop explicit high quality teaching and learning programs that enable students to achieve at or above their stage level in literacy and numeracy and engage them as 21st century learners. To improve all students’ learning, achievement and engagement in literacy and numeracy through the development of explicit high quality teaching and learning programs in line with the NSW curriculum as well as meaningful use of technology.

STRATEGIC DIRECTION 2
Wellbeing

Purpose:
To foster a supportive and collaborative learning environment by providing programs that develop and maintain emotional, spiritual, mental and physical wellbeing of all school community members. To create a positive school environment through inclusive social skills programs, health and sport programs, engagement with parents and the school community as well as partnerships with the wider community.

STRATEGIC DIRECTION 3
Collaboration and Innovation

Purpose:
To develop the skills of staff and students through collaborating with the Small Schools Network on curriculum, gifted and talented education and innovation in teaching and learning programs.
## Strategic Direction 1: Literacy and Numeracy

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To develop explicit high quality teaching and learning programs that enable students to achieve at or above their stage level in literacy and numeracy and engage them as 21st century learners. To improve all students’ learning, achievement and engagement in literacy and numeracy through the development of explicit high quality teaching and learning programs in line with the NSW curriculum as well as meaningful use of technology.

### Improvement Measures

- Students grow at or above expected rates of growth as measured by both internal and external assessment methods
- Teaching and learning programs reflect a commitment to student centred learning

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**

Students are able to reflect on their own learning in a meaningful way and show critical thinking skills. They meet set goals in their learning across the curriculum.

**Staff:**

Staff programs and assessments show quality, individualised and innovative teaching and resources. They have a growth mindset in their planning and expectations of students.

**Parents/Carers:**

Parents engage with the school’s learning programs and actively discuss the progress of their child. They have an understanding of the changing pedagogy and curriculum and the expectations of staff and students in a new learning paradigm.

### Processes

**How do we do it and how will we know?**

- High quality teaching programs developed in line with NSW curriculum and to meet the School Excellence Framework
- Implement plan for tracking and monitoring student achievement to best support student learning
- Professional learning around 21st Century learning and engagement
- Facilitate students understanding of goal setting and self-assessment through providing timely feedback to students and discussing their ongoing learning needs
- Create opportunities for parents to give formal and informal feedback on student learning as well as provide meaningful feedback to parents more often

**Evaluation Plan**

- Continual monitoring of internal and external data and teaching programs in literacy and numeracy. Ongoing learning discussions with students and parents about student learning goals and achievement.

### Products and Practices

**What is achieved and how do we measure?**

- Students grow at or above expected rates of growth as measured by both internal and external assessment methods
- Teaching and learning programs reflect a commitment to student centred learning

**Products:**

- All students show growth in NAPLAN from year 3-5
- 90% students improve scores in school based assessment in literacy and numeracy
- Teaching programs include more meaningful technology use that is student directed
- Staff training increased in literacy and numeracy targeted areas
- Students K-2 increase reading levels at or above expected levels
- Increase in student directed learning
- Teacher programs show evidence of quality teaching and individualised learning
- Students are independent learners who understand how and why they learn
- Parents engage in meaningful feedback and involvement in and about their child’s learning

**What are our newly embedded practices and how are they integrated and in sync?**
<table>
<thead>
<tr>
<th>with our purpose?</th>
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<tbody>
<tr>
<td><strong>Practices:</strong></td>
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<tr>
<td>✤ Quality training in literacy and numeracy offered to all staff to improve teaching programs and students results</td>
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<td>✤ Students taught to evaluate their own learning and set goals for future learning</td>
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<td>✤ Parents and community members engaged in workshops and education programs to support student learning</td>
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<td>✤ All community members given opportunities to develop their skills in using technology in a meaningful way</td>
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## Strategic Direction 2: Wellbeing

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To foster a supportive and collaborative learning environment by providing programs that develop and maintain emotional, spiritual, mental and physical wellbeing of all school community members.

To create a positive school environment through inclusive social skills programs, health and sport programs, engagement with parents and the school community as well as partnerships with the wider community.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
Confident, resilient students who actively participate in physical activity and can recognise positive choices in their relationships and lifestyle. Students are observably happy and balanced in their school life.

**Staff:**
Staff model and teach good health and lifestyle choices that encourage positive behaviour. They engage with the school and wider community to promote health and wellbeing. Staff work with students and parents to develop resilience and positive wellbeing of all school community members.

**Parents/Carers:**
Parents actively engage in school events and give positive feedback on student wellbeing and learning.

### Processes

**How do we do it and how will we know?**

- Provide opportunities for all school community members to participate in physical activity and wellbeing programs on a regular basis
- Staff given training and ongoing support in implementing positive health and social skills programs
- Data kept each term on positive and negative reports from playground and class behaviour as well as informal and formal parent feedback
- Develop partnerships with organisations to improve student fitness and overall wellbeing
- Implement community sport and health days and encourage parents to actively participate in school events

### Products and Practices

**What is achieved and how do we measure?**

- Growth in positive responses to school wellbeing surveys from students, parents and staff
- Increase in student and parent participation in school health, wellbeing and sport events and programs

**Products:**
- Increase in active parent participation in school events and programs
- 95% students participation in sports events such as carnivals and PSC
- Increase in number of students and parents reporting positive school news
- Partnerships developed with outside organisations and health and wellbeing programs
- Decrease in reported playground incidents and bullying
- Meaningful health and wellbeing units taught across K-6 with active parent involvement

### Improvement Measures

- Growth in positive responses to school wellbeing surveys from students, parents and staff
- Increase in student and parent participation in school health, wellbeing and sport events and programs

### Evaluation Plan

Observation and record of participation at school events throughout the year

Playground and classroom behaviour cards kept and monitored

Regular formal and informal meetings with parents to gain feedback on student wellbeing

Keep tracking records of student participation in fitness and skills development

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practices:**
- Provide training in health, wellbeing and physical activity programs to all staff members
- Improved communication procedures with parents
- Implement positive wellbeing and behaviour programs K-6
- Provide opportunities to work with
|   |   | outside organisations to work with our community on healthy living choices and sporting skills
|   |   | • Staff and school leaders model positive health choices and effective problem solving strategies |
Strategic Direction 3: Collaboration and Innovation

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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>Why do we need this particular strategic direction and why is it important?</td>
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<td>To develop the skills of staff and students through collaborating with the Small Schools Network on curriculum, Gifted and Talented education and innovation in teaching and learning programs.</td>
<td>Students: Students are able to engage with a range of innovative and challenging learning tasks with confidence and manipulate technology to suit their learning styles. Gifted and Talented students collaborate with peers in small schools and are inspired, challenged and extended. Staff: Staff to confidently work within an innovative and inspiring learning environment and to collaborate effectively to deliver stimulating and relevant teaching programs that meet the needs of 21st century learners.</td>
<td>- Provide time and resources to staff to develop units of work and to work with colleagues - Provide online and face to face training to all teaching staff in STEM, technology and problem based learning - Create digital learning programs that are individualised to meet student needs - Support students participating in online GATS units - Work with students on creating digital learning tasks and ways to use technology effectively to assist their learning</td>
<td>- Increase in staff collaborating and networking with small school colleagues and developing quality enrichment programs that challenge and extend all students - Increase in number of students engaging with innovative, collaborative and challenging units as part of the Small Schools GATS programs</td>
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<td>- Increase in staff collaborating and networking with small school colleagues and developing quality enrichment programs that challenge and extend all students - Increase in number of students engaging with innovative, collaborative and challenging units as part of the Small Schools GATS programs</td>
<td>Monitoring of effectiveness of teaching programs through teacher and colleague feedback Student participation numbers and feedback of GATS and online programs Observation and recording of student and staff skill development in technology use and other Small Schools initiatives</td>
<td>- 5 or more students participate in Small Schools GATS programs each year - STEM programs implemented 3-6 with staff training - Increase in staff collaboration with small schools colleagues - Increase in staff and students confidently collaborating and creating work on digital platforms - Staff trained in flexible and individual learning to cater for student needs in a small school setting</td>
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<td>- Staff participate in Small Schools Southern Tablelands Network training and meetings - Staff collaboratively develop units of work that focus on higher order thinking and innovative use of technology with colleagues from other small schools</td>
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