School context statement
Ladysmith Public School is a small rural learning environment which provides quality teaching and learning for 44 students, 3 teaching staff and 3 SASS staff. The school is situated in a small community 25 kms from Wagga Wagga in the Riverina NSW.

Principal’s Report
Reflecting on the previous 12 months provides opportunities for celebration, consolidation and a time to reassess “where to next.”

As we determine where we stand in relation to our current three year plan we see how far we have come with our targets. We also establish new directions and expand our focuses.

Our students have been focused on their life long learning strategies in 2014 ensuring they take responsibility for their learning.

Our school provides opportunities for all students, encouraging them to seek their own avenues for success as well as promoting the necessity for reaching higher in all areas of learning.

Our staff has shown commitment to their students learning as well as their own Professional Development throughout 2014.

Our staff is a highly trained professional group who value the opportunities to expand their knowledge and understanding of the learning cycles. Our teaching staff provides individual learning programs which enable each child to develop at their own rate and exceed their own expectations.

Our additional non-teaching staff are extremely committed to maintaining a learning focused environment and throughout 2014 have established new programs in and out of the learning gyms which enhance individuals’ learning outcomes.

Students, staff and parents all go by the motto “We always do our best” while providing an environment where everyone will succeed through an innovative quality education.

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 of development.

Helen Sturman
Principal

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

Student enrolment profile for the previous 7 years are shown below.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>22</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>17</td>
<td>15</td>
<td>23</td>
</tr>
</tbody>
</table>

Class Sizes for 2014.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>K</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>2-3</td>
<td>2</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4-6</td>
<td>4</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</table>
Student attendance profile

Student attendance is a priority for all students and is encouraged at all times. All students should be aware of the importance of attending school each day.

2014 saw some families going on family holidays during term which affects the attendance profile.

Our school attendance is above the State average although could improve with students attending school whenever possible.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.3</td>
<td>95.7</td>
<td>94.0</td>
<td>97.3</td>
<td>96.3</td>
<td>97.4</td>
</tr>
<tr>
<td>1</td>
<td>95.5</td>
<td>97.1</td>
<td>95.0</td>
<td>93.5</td>
<td>95.7</td>
<td>95.8</td>
</tr>
<tr>
<td>2</td>
<td>95.2</td>
<td>93.9</td>
<td>97.1</td>
<td>95.7</td>
<td>95.5</td>
<td>93.5</td>
</tr>
<tr>
<td>3</td>
<td>94.4</td>
<td>97.0</td>
<td>95.9</td>
<td>98.4</td>
<td>96.3</td>
<td>94.9</td>
</tr>
<tr>
<td>4</td>
<td>95.2</td>
<td>91.4</td>
<td>97.4</td>
<td>95.7</td>
<td>98.9</td>
<td>95.3</td>
</tr>
<tr>
<td>5</td>
<td>97.3</td>
<td>95.2</td>
<td>91.6</td>
<td>97.4</td>
<td>95.8</td>
<td>99.6</td>
</tr>
<tr>
<td>6</td>
<td>95.7</td>
<td>94.2</td>
<td>91.3</td>
<td>90.0</td>
<td>99.3</td>
<td>97.1</td>
</tr>
<tr>
<td>Total</td>
<td>95.4</td>
<td>95.0</td>
<td>95.0</td>
<td>95.7</td>
<td>96.7</td>
<td>96.0</td>
</tr>
</tbody>
</table>

Workforce information

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

We have two full time permanent teachers on staff and one temporary part time teacher 4 days per week. We have a temporary part time Student Learning Support Officer and a permanent / part time General Assistant and a School Administration Manager.

Ladysmith Public School retained 100% of staff from 2013 in 2014.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.00</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.00</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>4x per year</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.23</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.462</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Ladysmith Public School has no Aboriginal teachers or support staff. We have 1 aboriginal student.
**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

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

**Professional learning and teacher accreditation**

Professional learning in 2014 was focused around leadership. All staff are attending the Professional Learning Strategy for Leaders course which is a 5 term ongoing course.

Teachers attended professional learning centred around Sustainability and Environmental aspects of learning including Clever Climate Energy Savers, Catchment Champions and Live Life well.

All teachers attended professional learning focused on the implementation of the new syllabuses, creative arts and music.

Our temporary part time classroom teacher completed his accreditation as a proficient teacher and will be maintaining this during 2015.

All Staff Development Days were held jointly with our Community of Schools-Wagga Wagga Small Schools Network. These days included mandatory training, developing advanced strategies for implementing higher quality learning, How2learn strategies and the implementation of the new English, Science and Mathematics syllabus.

Combined Community of Schools staff meetings were implemented providing across school professional dialogue, networking and mentoring. These led to across school lesson studies and lesson development.

**Beginning Teachers**

Ladysmith Public School does not have any full time permanent beginning teachers on staff.

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$42677.32</td>
</tr>
<tr>
<td>Global funds</td>
<td>$60064.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$41651.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$22228.73</td>
</tr>
<tr>
<td>Interest</td>
<td>$1686.55</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$4815.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$173124.39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$9961.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>$8603.45</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$7310.16</td>
</tr>
<tr>
<td>Library</td>
<td>$128.64</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$1844.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$34695.89</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$19549.23</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$7508.85</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$5268.81</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$2202.30</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$97073.16</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>$76051.23</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Science:
Science programs have provided individuals to extend their life-long learning strategies through self-evaluation, constructive feedback from students to students and self-assessment of performance.

Students presented their research at the Science Week award conference at Charles Sturt University with the Clarke Family taking out the overall award and the McDougall family being awarded second place.

Creative Arts:
Due to timetabling changes we were able to implement a quality, intensive creative arts program in 2014 for all students.

Students studied famous artists and produced outstanding quality art works throughout the year.

Art works were displayed at the Ladysmith Rose and Craft show.

Sustainability:
Throughout the year staff and students participated in a variety of Environmental programs which enhanced their knowledge and understanding of the importance of the environment in which we live.

The vegie patch grew, we added ducks to our chicken coup, and the frog pond was established as well as a nature walk.

Catchment Champions
Year 5 were involved with Enviro-Champs and Catchment Champions. They established a nature walk and wrote a published book around a local dairy farming family – Stewart and Rebecca Cole called “Movin’ Milk”.

Clever Climate Energy Savers
Through the Clever Climate Energy Savers program we secured a grant of $1500 to reduce our usage of non-renewable energy.

Maths:
Students participated in the APSMO Maths Olympiad competitions which provided opportunities for students in years 4/5/and 6 to extend their problem solving strategies and stretch themselves in working mathematically. Some students also entered the Australian Mathematics Competition with 2 students gaining credits.

PSSA Water Polo:
A first for Ladysmith Public School: a representative at the State PSSA Water polo carnival in Sydney.

Jake went to the Riverina trials and was successful in being selected into the Riverina team. He represented our school at the State Carnival in Sydney.
Riverina Choir:

2014 saw three of our students successfully gain a place in the Riverina School Choir.

Riley represented our school at the Opera House, singing with the choir.

Blake sang at the Carols in the Park as well as a solo on presentation night.

Charlli represented our school at the School Spectacular.

We are all very proud of these three students who took the opportunities that came their way and proved they can go a long way.

Academic achievements

NAPLAN

Due to confidentiality year 3 and year 5 results cannot be reported as the cohorts were under 10.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN results:

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Musical Production – Grease

Significant programs and initiatives – Policy and equity funding

Ladysmith Public School is a mono cultural school with the majority of students being of Anglo Saxon backgrounds, 0.44% of the school population is of Aboriginal background. 0% of the school population is of a multicultural background.

Aboriginal education

Norta Norta Funding is directed to an individual learning program through Effective Reading Centre Westmead and presented in an individual one on one program.

Our school continues to provide support to our Aboriginal Community through the implementation of units of learning for all students around the Aboriginal Culture within our society.

Aboriginal perspectives are embedded into our programs in and out of the learning gyms in accordance with the Aboriginal Education and Training Policy.
Attendance of our Aboriginal Student has improved 100% with no absences in the second semester of 2014.

**Multicultural education and anti-racism**

The Multicultural Education Policy and the Anti-Racism Policy provide background for the implementation of programs which focus on these two areas.

Programs have been implemented across all stages in 2014 which cover Multicultural Education and anti-racism.

Students all participated in the Multi-Cultural Public Speaking competition with four students representing our school at the Regional finals.

Stages 2 and 3 were involved with an inter school program which established relationships with students from Marylands School who are from different cultures and backgrounds.

**Socio-economic background**

**Learning and Support**

Learning Support funding is directed to reducing class sizes enabling all students to benefit.

A third teacher is employed 4 days per week to reduce class sizes and to provide individual learning plans for most students.

Individual programs have been implemented through the Effective Reading Centre at Westmead Hospital. Students and their parents are provided with individually tailored programs which are supported by Video Conferencing sessions with professionals from Sydney.

**Other significant initiatives**

**Premier’s Sporting Challenge**

All staff and students entered the Premier Sporting Challenge.

Most students and staff received a gold, silver or diamond certificate for full participation.

Year 6 students led the program through the PSC Leadership program.

Ruth O’Donovan received the PSC medal for showing excellent sportsmanship and always giving her best effort in physical activities.

**Eco-Grant “Never fear the Animal Savers are here.”**

The school received a grant of $2,500.00 from the Department of Environment to cover a project called “Never Fear the Animal Savers are here.”

Funds were used to provide professional development for staff associated with native flora and fauna in our region.

Units of work were written to further develop understanding of our local area, the frog pond was established and homes developed for local birds and small native animals.
AASC

Active After School Communities continued in 2014 with Mrs. Jodie Sim running many different programs.

Students were provided with a variety of fun activities including cricket, softball, orienteering and bowling.

A healthy snack was provided each session and the main aim was to keep everyone active and having fun.

National Bike Week

Funds were received from the National Bike Week organization to ensure we participated in Bike Week.

Our Big Bike Bash had every student and some parents participating in an escorted bike ride around the Ladysmith district.

Aboriginal Eating Garden

Funds were received from Charles Sturt University for an Eatable Aboriginal Garden to be established in 2015.

Additional Sports Programs

During 2014 students participated in NRL, AFL, cricket and softball clinics which provided a diverse range of skills and knowledge in a variety of sports.

Intensive Swimming

All students attended the DEC Intensive Swimming Program with 10 lessons during term 4 at Copland St., swimming centre.

Everyone made excellence progress over the 10 days.

PSSA Sport

During 2014 students participated in Small Schools, Wagga Wagga District and Riverina PSSA carnivals for cross country, athletics and swimming.

Individuals participated as well as the PP5 swimming and running relay teams representing our school at the Riverina Level.

The highlight of the year was Jake Eady representing our school at the State PSSA Water Polo carnival in the Riverina team.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

* Surveys completed by staff, students and parents
* Staff feedback sessions
* Community consultation

School planning 2012-2014:

School priority 1

* Improved student learning outcomes in numeracy strands of number, fractions and decimals.
* Development and implementation of rich numeracy assessment tasks to track and monitor student progress along the numeracy learning continuum.

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

* Numeracy results are continually improving—individuals movement along continuum evidence
* CMIT and Working Mathematically are used in classrooms on a regular basis.
* Differentiated activities implemented into maths sessions.

Strategies to achieve these outcomes in 2014

* Professional learning took place developing a deeper understanding of the numeracy framework.
* NAPLAN results are used as Assessment for learning when establishing 5 week plans for teaching and learning.

* Combined Community of Schools professional learning around new mathematics syllabus and consistent judgment of work samples.

School priority 2

* Improved student learning outcomes in spelling.
* Development and implementation of rich literacy assessment tasks to track and monitor student progress along the literacy continuum of learning.

Outcomes from 2012–2014

* Student work samples and assessment tasks beginning to demonstrate increasing correct use of spelling and grammar conventions.
* Students are assessed with standardised testing.

Evidence of progress towards outcomes in 2014:

* Standardised testing used to show growth in spelling ages.
* Student growth, did not move from below average to above average in NAPLAN results, in spelling.

Strategies to achieve these outcomes in 2014:

* Ongoing professional learning around teaching spelling and strategies to use.
* Combined Community of Schools professional development sessions focused on professional judgment of work samples.

School priority 3

* Enhanced school welfare program to support student well-being K-6 leading to improved student welfare outcomes.

Outcomes from 2012–2014

Increase of students taking on a leadership role besides Year 6, students through peer mediation skills to ensure harmony on the playground between all students.
Evidence of progress towards outcomes in 2014:
* Teacher and parent observation of an increase resilience of students with other students from other schools in varied social settings reported to Principal
* 10% increase in playground disputes resolved through peer mediation.

Strategies to achieve these outcomes in 2014:
* Year 6 students involved with leadership conferences
* Professional development for staff around student leadership and resilience
* Bullying programs delivered in Personal Development sessions across all stages.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

School Life Surveys from students showed that the majority of students enjoy coming to school where they feel safe and happy. They understand they are able to cope with learning and they are confident in their efforts.

Parents indicated that school is a place where teachers take an interest in the students and help them do their best.

Parents believe their children are happy at school and usually get the best teaching and learning.

They say we need to communicate more about home learning and have a better planned term of events. Parents believe programs offered are varied and cater for many interests, and we need to be aware of encouraging new students to our school.

Staff indicated that they are happy at work and they try their best at all times to provide a safe and happy learning environment where everyone is catered for.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Learning and Community will lead our strategic directions for the next three years.

School vision: At Ladysmith Public School we believe in excellence in teaching and learning for all school members.

Our school will provide, within a caring, safe and happy environment, superiority platforms which focus on continuous growth for students, staff and parents through ongoing quality teaching and learning. All students will be provided opportunities to excel through ongoing development of superior tailored programs which meet their needs and are enhanced by students and teachers who excel in self-directed learning.

We will raise expectations and celebrate results.

Strategic Direction 1:
Provide high performance teaching resulting in excellence in learning.

Strategic Direction 2:
Build a confident community through engagement and success.
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.

Ms. Helen Sturman Principal
Mrs. Ann Maxwell School Administration

Manager

School contact information

Ladysmith Public School
Tywong St., Ladysmith NSW
Ph: 0269221524
Email: ladysmith-p.school@det.nsw.edu.au
Web: www.ladysmith-p.schools.nsw.edu.au
School Code: 2353

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