

Larnook Public School

Annual Report



2016



2375

Introduction

The Annual Report for 2016 is provided to the community of Larnook 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.

Stephen Clough

Principal

School contact details

Larnook Public School
1282 Cawongla Road
Larnook, 2480
www.larnook-p.schools.nsw.edu.au
larnook-p.School@det.nsw.edu.au
6688 0133

Message from the Principal

Well another year to reflect upon. MMmmmm. The first thought I suppose would have to be the tears of joy, mixed with a bit of happiness, a tinge of sadness and then the realisation that 'SHE' has gone after all these years – 20 years of them. The leaving of Mrs Spackman after so many years filled everyone with a touch of so many emotions that it is too hard to explain. She left a space that took me and many others a long time to realise just how much she was doing around the school. Little things kept cropping up all the time. I would like to take this opportunity to acknowledge and thank Mrs Spackman for all her service to the school over all those years and also thank her for the big 'R's (respect, responsibility, and reliability) that she displayed towards the students, the staff and to the parents over the years. Her love of the school is missed. I would like to thank the staff for stepping up and fulfilling the roles and responsibilities that Mrs Spackman was undertaking. Things do go on and a huge thank you to Miss Nikki who has earned the respect of the staff and the students for the most professional manner in which she has attended to her many responsibilities this year. She has gained valuable learning and teaching experiences whilst she has been with us. At this time in writing, I am not sure what is happening next year with her position. Now to the year behind us. I suppose the major thing for the whole school was the trip to Woody Head. Again this was so well supported by the students, families and staff. Everyone pitching in made this a great event. The learning experiences undertaken by the children were extremely worthwhile. The quiet time activities were well supported by the parents and the children. The highlight of the camp was the Red Faces night or was it the snorkelling experience for so many? I don't think it matters. To me what matters are the many positive and wonderful memories of the trip and the feedback from some parents including, "Now I realise why we come here!" For the year 5 and 6 students, the highlight for them would have to have been the trip to Canberra. It was a great week away with many making new friends and participating in a fantastic learning adventure. We won't mention the bus trip back as I think it brings up many memories that would like to be forgotten. I still find it strange that if I asked them something about the trip there would be no hesitation in a reply but if I asked them a simple mathematics problem there would be silence! Another highlight was the Lismore Show. We had a great time making and baking. Thanks to all the parents who helped out in any way. If you helped out with the baking, the making or the organising of any of the schools entries in the show, or even perhaps the cleaning up and returning of things to school thank you. I thought our cooking, including some hand written recipes the children brought from home and made themselves was quite something else. I don't think any other school went to this level. Next year I think we should go for more recipes brought in by the students. Some of the stuff we can make well before hand including the pickles and butter cucumbers and the jams. There are a couple of things that I will encourage next year and that is the baking at home of things and the entering of more personal items such as the chook. These are all ideas that we can work towards for next year to... I am not going to say it! And now to Mary Poppins. We all go through life wondering why sometimes and this was one of those times I wondered why? Not really but there were times that were extremely frustrating only because of a thing called time and time management and all these little things that reared their ugly head whenever something was planned – a teaching principal's lot one would say ... There are always ways to work around things and that is what was needed on more than one occasion during the rehearsals for Mary Poppins. All in all, these opportunities are an amazing opportunity for those theatrical students to showcase their talents as well as develop those who need an opportunity to see if they can shine. It really was a team effort to get the show on the road and up and running. Well done everyone. It is now appropriate to

acknowledge the many people who have supported the school in all our endeavours throughout the year. To the staff one and all, thank you for the many countless hours that you have put into Larnook and to the teaching and learning experiences of the students. Thank you for the support and understanding that you have shown to me as the leader of our school. From the cleaner Carl, to the groundsman Dan, the office lady Linda and her offsider Sam, a huge thank you for the work that you have undertaken, much unknown to the outside world. The P & C members and crew, you may be few in number but your input into the happenings at school are invaluable and very much appreciated. I do listen just sometimes I need that reminder to get me back on track – I am the Procrastinator! Each year I take one of the virtues and use it as a tool to lead the school. It is a great way to lead the thinking and directions, especially those times when it seems like we are spinning and lack that direction. I find the step back and the reflection using my virtue this year has been helpful to me and to those around me! This year I have focused on understanding. I would like to lead with two quotes: "What the heart understands today, the head understands tomorrow." "Understanding a person does not mean condoning: it only means that one does not accuse him as if one were a judge placed above him." Erich Fromm. Why understanding? When you practice understanding, you pay close attention and you look, listen and think about an issue or a problem and you reflect and reason till the answer is clear. You open your heart to people and you try to understand. We all make mistakes. Complete understanding allows you to forgive. I have often had conversations with students and the message has been that the things you say and the things you do can't be taken back. Try to understand before doing. I hope everyone has a great holiday, gets plenty of wholesome family time and enjoys this time of year between the busy times. Take care.

School background

School vision statement

Larnook Public School is committed to delivering excellence in all that is happening in and around the school. We provide a rich and diverse educational and learning environment. We cater for the individual on all levels of development, social, emotional and academic. Every student has the opportunity to experience success and to build that confidence in their own ability to achieve their full potential. We pride ourselves in caring about what we do, when we do and why we do things. A safe, caring and respectful environment is the outcome of our efforts.

Our school's motto is "Where Spirits Soar". As a small school, we pride ourselves on an open door policy where students, families and community members feel welcome and supported in their daily lives, both within the school and wider community setting.

We cater for specific individual needs in warm and caring classroom and learning environments.

School context

Larnook Public School has an enrolment of 27 students as of January 2016. The school is structured according to stages, with each stage having approximately 10 students. Learning experiences do cross stages at varying times of the week. Multi-stage teaching and learning experiences occur, allowing for the development and embedding of our values and virtues.

Larnook Public School has a small but active community. They involve themselves in all aspects of the school environment. Along with the parents and friends of the school, the school is always looking at actively participating in all organised community activities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that on the whole we are delivering in all areas of the school excellence framework.

In the Learning Domain:

In this area we were assessed as delivering in learning culture, curriculum and learning, assessment and reporting and student performance measures. Up on reflection with the assessment team and staff, there are areas that we could improve upon in all these areas though. Many of these areas have been discussed at a school level and plans and programs will be developed to implement improvement strategies. We will continue with our successful virtues program but reinvigorate it with different approaches/strategies to ensure it remains as an integral part of our school. Ideas for improvement include a fortnightly newsletter item, a more consistent approach and increased use of the language in and out of the classroom and a more consistent effort in our Thumbs Up Chart to the virtues. Our Thumbs Up award system needs to have a more consistent approach both in and out of the classroom. Students need to see rewards for their efforts in a more consistent manner. This will have a positive flow-on effect throughout the school and build on the already positive atmosphere that we have created and fostered over many years.

In the Teaching Domain:

The assessment indicated that we were delivering in effective classroom practice, collaborative practice, learning development and professional standards. The collection of data and evidence and the organising of evidence is an area

that needs to be addressed. There is a strong push for the collection of evidence to support the things that are happening in schools. We are doing so much to support the student in the class but one area that we need to improve on as a staff is for the collection and documentation of the evidence. This is a complex area and one that our staff will need to look at next year. It mainly involves looking at the collection and recording of the evidence and the processes involved in doing that. It will be a focus next year.

In the Leading Domain:

This area indicated that we have many positive programs and initiatives that include the parent body, the students and the staff. Many of the processes need to be more formalised though such as note taking and recording of staff meetings and the teaching performance and practices. This will be looked at and all staff made aware of expectations to work together to improve in this area. A more formalised approach will be undertaken next year with clear directions that are decided upon and agreed to by all staff to achieve common goals.

This area has even greater implications into the future as staff look to retire or move on. With the transferring to higher duties of Mrs Spackman, it made everyone realise how much change that something like this can create. In many regards it was a difficult year. It made everyone realise, and especially me, how much we do around the school without being asked and how much things are taken for granted. Mrs Spackman did so much around the school and her roles and responsibilities were reflective of her time spent at Larnook, over twenty years. I would like to take this opportunity to thank Mrs Spackman for those twenty years of service she has given to Larnook P.S. and to her amazing energy and enthusiasm that was so apparent each and everyday. Thankyou.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Community – Unity Larnook Public School is part of a collaborative, innovative learning community connecting small schools as part of a larger community of schools and Rivers P–12.

Purpose

Purpose:

To involve ourselves in the learning communities to develop:

- **strong partnerships between students, staff and parents, especially in the wider community**
- **professional opportunities for our staff**
- **social and educational opportunities for our students**

Overall summary of progress

Our continued participation in the Big Scrub Learning Community, and our affiliation with First North Learning Community has allowed 'us' to take a greater collaborative approach in so many educational events and key educational areas. Our staff participation has led to leadership role opportunities, professional development opportunities and extended social contact between staff and students alike.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There was maximum engagement and participation by staff and students in every opportunity that was offered by the Learning Community of Schools (LCS).	There was slightly less than maximum participation, maximum being one day each term for all teaching staff, due to a number of factors. Participation though was extremely positive and worthwhile and created many opportunities for personal growth and development. Student participation was the highest it could be. Many positives were taken from all experiences.	No additional funds were required for student participation. Teacher participation was covered within school and using school resources.
The leadership opportunities for all staff are developed through the LCS.	Participation in the Infantry and ToTs days provided opportunities for teachers to lead and present in some of the activities undertaken throughout the year.	No additional funds were required for student participation. Teacher participation was covered within school and using school resources.
The majority of students were willing to actively participate and engage in a wide range of learning activities created by the involvement in the LCS.	All students participated in the activities undertaken with schools in our Learning Community throughout the year.	No additional funds were required in participating in these activities throughout the year.

Next Steps

During 2017, focus will again be on maximum participation in each of the teacher groups along with greater focus on teacher professional development linked to their personal development plans. Teachers will have access to all development activities conducted in the Big Scrub and First North Learning Communities. Students will be offered the opportunities to participate in all Learning Community activities.

Strategic Direction 2

STRATEGIC DIRECTION 2 The Student – Success: Students participate in learning programs that require deep thinking and logical thought whilst being creative and resourceful.

Purpose

Purpose:

To provide a quality continuum of learning for our students through:

- knowing each student's strengths
- developing high individual expectations
- having consistency throughout the whole school
- developing engaging learning opportunities
- developing and encouraging shared practice amongst the teaching staff
- utilising departmental resources
- encouraging discussion and professional dialogue amongst staff

Overall summary of progress

Learning programs for all students were more individualised and student focused with all staff trying to use more explicit instruction methods. Assessment and collection of evidence and data was an issue that needs improving. The smaller class numbers made it easier for the individual focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Increased use of PLAN in classroom to direct teaching and learning activities.	Increase use of PLAN was evident. Discussion from staff meetings and dialogue indicated that better use could be made of this data/resource.	Nil additional funds required.
• Development of individual learning plans (ILP) consistent with NCCSD.	Focus on specific students was evident but consensus was that improvements could be made.	Nil additional funds required.
• Monitoring of Assessment and Reporting procedures and practices.	Individual discussion regarding individual students was undertaken at staff meetings though the consistency dropped off towards the end of the second semester.	Nil additional funds required.

Next Steps

Continued focus in this area. Discussion to continue in regards possible class re-structure and organisation. Discussion to include parents. Involvement in the Tell Them From Me program next year to inform on student satisfaction. All staff to look at their Personal Learning and Development Plans for 2017 to focus on learning in a more individualised manner, including project based learning and assessment for learning. There has also been an identified in the area of learning the learning continuum and visual data walls and this will be a target for 2017.

Strategic Direction 3

The School – Quality: To provide an engaging learning environment where learning experiences result in the development of children's abilities to think critically, creatively and ethically.

Purpose

Purpose:

To build strong positive partnerships between all concerned parties through:

- encouraging the active participation of all stakeholders in our school
- participate in a strong extended learning community
- continually assess teaching and classroom practices
- strong and open communication practices with parents and community
- be aware of and involved in community happenings

Overall summary of progress

This year saw many opportunities created for the students to shine in a variety of ways. The school performance of Mary Poppins was a major hit and, to many, the stand out achievement of 2016. We created other opportunities, many of which included the school and wider community. May of these have been in the area of environmental education and have involved participation from a few of the parent body.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Examples of work samples that provide evidence of high standards of work.	The examples were a continuation of previous procedures in the form of work portfolios. This will continue as the parents see this as very worthwhile and valuable in their insight into the development of their child.	Nil additional funds required.
• Development of whole school processes and systems to monitor progress.	This is an on going process and one that has not yet been finalised or developed to the extent that is satisfactory. More work and planning is needed for 2107.	No additional funds required.
• Outcomes of annual or more regular surveys for staff, parents and students	Annual surveys indicated a more than satisfactory feeling with most things occurring at Larnook. Looking at the class structures for next year is a priority for some parents and this will be taken into account when planning for next year.	No additional funds required.
• Monitoring of parental involvement in school events	Parental involvement increased last year. As in previous years, the amount was not consistent throughout the year. There seems though a greater ability and enthusiasm for next year judging by the conversations had and the ideas being put on the table.	No additional funds required.

Next Steps

The ideas being presented by the school community are discussed and worked on by the staff. Parental involvement be a target for 2017 with the aim being to increase the involvement in and outside of the classroom. Professional development of all staff in the areas of visible learning to increase the student ownership of the learning process.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	Much of the funding went into the maintaining of the three class school structure. The progress attained was not as great as hoped.	\$24 102
Socio-economic background	Resources were allocated to the teaching resources which allowed the school to set up a three stage classroom operation at Larnook.	\$11 867
Targeted student support for refugees and new arrivals	We received a new arrivals funding package half way through the year which gave the school half a day for one morning a week for a term.	\$2 500

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	20	14	15	14
Girls	19	16	12	16

Enrolments at Larnook P.S. have shown no discernible historic trend except a fluctuations both up and down.

Parents and staff will continue to work together to increase numbers to promote the school in the wider community in the hope of increasing numbers to a more consistent number and level.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	82.3	81.9	89.2	83.7
1	81.5	88.8	92.5	92.3
2	96.1	80.8	88.5	93.5
3	91.2	94	90.7	87.1
4	83.4	90.8	94.9	93.2
5	87.6	81.6	95.3	95
6	87.3	90	91.6	91.2
All Years	86.8	86.6	92.3	90.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Historically attendance has been below the state averages. It is noted the attendance is now up in to the 90% range and has been for the last two years. Efforts will continue into next year to keep in the 90% range and to raise attendance levels even higher.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

*Full Time Equivalent

Larnook Public School currently have no members of staff who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

All teaching staff are currently up to date with mandatory training and have participated in Anaphylaxis training, asthma training, CPR update, Code of Conduct and Child protection updates. Additional mandatory training has been completed in the prescribed medicines and e-Emergency care.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	127 825.51
Global funds	56 148.65
Tied funds	57 497.43
School & community sources	11 419.22
Interest	2 437.26
Trust receipts	791.80
Canteen	0.00
Total income	256 119.87
Expenditure	
Teaching & learning	
Key learning areas	12 721.76
Excursions	8 341.96
Extracurricular dissections	4 843.73
Library	592.36
Training & development	915.50
Tied funds	63 165.57
Short term relief	473.98
Administration & office	31 171.95
School-operated canteen	0.00
Utilities	5 547.23
Maintenance	5 515.18
Trust accounts	829.80
Capital programs	9 230.00
Total expenditure	143 349.02
Balance carried forward	112 770.85

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

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.

The student cohorts in both the year 3 and the year 5 students population are too small to report on or to show school growth and band spreads. Each individual student's result has been looked at by the staff with the

view of developing programs to help the student in the future.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to ascertain the opinions of the parents, students and staff about the school.

The majority of parents value the ethos of the school and made comment on the atmosphere they take in when they have contact with the school in any way. They have noted the time and effort we have put in to all activities that occur at Larnook and other schools in our learning community. They see the staff as caring and value our professionalism in our interaction with both the students and parents.

The P&C has been much more active this year than in previous years. They have made comment on certain aspects of the school and concerns and praise have been passed on to staff. They have raised issues in regards the class environment and these have been listened to and discussed at staff meetings. The results in some cases may mean change to the class structure as well as activities that will be planned for next year. They feel confident that any issues raised will be listened to carefully, thought about and worked on together to achieve common goals.

The achievements out of the classroom were also noted by parents and students alike. The highlight for many was the successful play night where the students displayed great skill and artistry in the performance or Mary Poppins this year. Everyone who I spoke to on the night was absolutely amazed at the skill of the main characters, especially Mary and Mr Banks, and also all the supporting characters from the kids in the park, to the music hall actors and to Michael and Jane. It was a superb night of entertainment and also a great night to showcase the students and work we do at school.

Comments and feelings about our involvement in the North Coast National were initially mixed. Following finalisation of the entries, comments were much more positive and following the day spent at the show and seeing the results gained by the children. This year also saw a marked increase in the help provided by the parents. The parents spent quite a deal of time helping the children prepare the entries this year. I think planning has already begun for next year.

Parents were extremely pleased with Woody Head this year. The attendance was up on normal years in both

student and parent numbers. Parents involved themselves in the camp and many positive comments were made about the whole week. There was talk about this being an annual event rather than bi-annual event it is at the moment.

Policy requirements

Aboriginal education

Staff at Larnook Public School understand that all students need culturally appropriate and relevant activities and about the importance of providing positive perspectives in Aboriginal Education. This year we had a small cohort. These students were supported to achieve their best. Close association was made with the parents and grandparents in each case to provide positive experiences both in and out of the classroom.

Aboriginal history, culture and art were incorporated into Human Society and Its Environment unit of work.

Multicultural and anti-racism education

Multicultural education is an across curriculum priority at Larnook Public School. Through classroom teaching and learning programs, particularly English and Human Society and Its Environment, our students have come to understand just how culturally diverse our Australian Society is.

All students participated in the Harmony Day and National Day Against Bullying and participated in a travelling Puppet Road Show which promoted healthy relationships and friendship. The Harmony Day was highlighted by a day of cooking and food tasting from other countries.