

Larnook Public School

Annual Report



2017



2375

Introduction

The Annual Report for Larnook P.S. is provided to the community of **Larnook** 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

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Message from the Principal

It is with more than a tinge of sadness that I sit here contemplating this year's Principal's message. After many years, my time at Larnook is drawing to a close. This year, and the time I have left before I retire, has been and will be filled with 'last ones'. For all the last ones there have been no regrets, just so many fond memories, special times, facing challenges together, changes and many faces of friends etched in my memory. Recently, I had the pleasure of showing our school off to some softball colleagues who have been 'pestering' me to bring them out to our school. Whilst I was the carnival manager at last term's championships, I had that opportunity and their reaction summed up why I think Larnook is so special. When they saw Larnook for the first time they didn't say anything, they just started walking around and looking and taking in the environment, the space. They turned to me and said, "What a special place". This to me summed it all up.

First of, all this year. What have we accomplished? I am going to be using the 'we' word from here on in as I believe this year has been one of those years where so many have worked together to get where we are today.

What have we done? We have had the usual Woody Head experience— another great adventure and learning time, though this one was interrupted somewhat by Cyclone Debbie, the scars of which are still evident in many places we look to this day. Our performing arts work this year was different from all the other years and showed that we can do something special. A pleasing aspect that came out of it was the discussions that came after it—"what about if we did this", "next year we could do this" and "I thought that I could help out with".

We had our school concert for the first time in the same term that we did the Performing Arts which was a first. It was a bit challenging for both the students and the staff but with class performances this year, both classes pulled it off and created a wonderful night of entertainment. Personally, I was amazed at the quality of both class performances knowing the time that was available to rehearse and perform. For the jitta jittas, it showed just how amazingly competent and confident the older boys were on stage.

Recently, we have just had input into the Lismore show. I must say what a great job was done under the circumstances. With the driving force for our entries being away and me being absent for the first week, what was organised, the manner in which people helped out and gave was amazing. It showed to me that there are processes in place and that 'we' can work under pressure and produce. We had many notable achievements with the outcome being third place in the overall point score in the school section. Again, many requests were put out and staff, parents and students responded. This could not have happened without everyone pitching in and helping out in some manner. I am proud of our achievements both from the show and the pre and post show activities.

I was asked this year during one of my performance meetings by my 'boss' what my legacy would be upon my retirement. I had to think about it as it was not the question that I thought would be coming my way. What came to mind fairly well straight away was the physical changes that have occurred whilst I have been here. My reply to him was the

pizza area and the gardens. While typing this I started to think a bit more and cast the mind back to when I first came—hazy pictures I know. There are so many physical changes that have happened that 'we' have overseen, planned, organised and helped implement or make. The changes include the vege gardens, the compost area, the garden shed, the chook run, the top top oval, the climbing and play equipment, the fairy garden area, the easels, and of course the farm stall.

I started to think a bit more about the classrooms and the learning environments and what we have done, how we have set the learning environments up over the years, the staffing changes that have occurred, especially in recent times, and of course the changes in technology. This started me thinking about the students and the families who have come through Larnook either all the way or part there of. Now I am sitting slowly typing and reminiscing about all the fun times that 'we' have had with a little tear in my eye. Yep I am an emotional person, one who finds it hard to hide any emotions. How will I be remembered or what is my legacy— I don't really know. For each of you my legacy perhaps will be different. For me, I know what it is and I am proud of what 'we' have achieved.

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

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

In the domain of learning, our efforts have primarily focused on well-being and curriculum. The school community, the staff and school have worked towards the development of a positive school culture where students, staff and community are encouraged to contribute in the learning of the students. The combined focus and efforts of everyone helped us in challenging times and periods throughout last year. The importance of the well being focus helped us maintain trust and respect in all the stake holders.

In the area of teaching the main focus area was teaching practice and the effectiveness of lesson planning, explicit teaching, feedback and classroom management. Overall, there were areas where we felt as though we were strong in, especially the explicit teaching and classroom management and areas that could improve with continued focus. In the next management phase, closer detail to assessment and the individual student input into their assessment will lead into the what do I need to know next in the learning cycle.

In the leading domain, we have relied again much on our involvement and connectedness in the Big Scrub Learning community. This learning community is invaluable to both staff, the students and in many ways the community members of our school. The opportunities that the Big Scrub provide is of immense benefit to the students in creating friendships and familiarity when going to new places such as High Schools. For staff, the Big Scrub provide opportunities for all staff the avenue for professional learning and interaction. Several times throughout the year, all staff have the opportunity to engage in professional learning in a supportive environment. Leaderships skills can be developed in each area.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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 collaboration with schools within our local community as well as the wider Big Scrub and First North Group, provide the staff with many opportunities for personal and professional growth. The students also benefit in the sporting areas, the social areas as well as the academic aspect of their school life.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There was maximum engagement and participation by staff and students in every opportunity that was offered by the Learning Community of Schools (LCS).	\$5000 for Professional Learning funds for relief and course fees.	Professional learning has been reflected in teaching programs. Staff have had input into staff meetings as well as regular TOTs and Infantry days.
The leadership opportunities for all staff are developed through the LCS.	No Funds Required	Each staff member had the opportunity to organise and have input into the running of the days.
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.	No Funds Required	All students participated in some aspect of a learning opportunity provided by the Terania District Learning Community.

Next Steps

An aspect of assessment and taking a more formative approach to assessment will most probably be a focus for next year. Utilising the learning continuum for Numeracy and Literacy more effectively in the classroom will also be a focus for the coming years.

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

The majority of students experienced continued success throughout the year on a regular basis. The learning continuum was used more successfully in the Early Stage 1, Stage 1 classroom than the Stage 2 and 3 classroom. The continuum will continue to be used in coming years until a whole school approach has been cemented and working with minimum input from staff and as much as possible student driven.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increased use of PLAN in classroom to direct teaching and learning activities.	No Funds Required	This was undertaken more successfully in the Stage 1 classroom. This will continue to be a focus in coming years.
• Development of individual learning plans (ILP) consistent with NCCSD.	No Funds Required	Individual Learning Plans were developed for the students participating in the LaST program as well as those with specific funding.
• Monitoring of Assessment and Reporting procedures and practices.	No Funds Required	Current reporting procedures continued. Feedback was sought from the school community.

Next Steps

A focus on STEM and coding be undertaken in subsequent years. Programs will be written with specific learning outcomes and learning experiences. This will foster the use of technology which has been a bit adhoc in recent times., and utilise the growing hardware currently being held at school.

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

The learning environment has been very creative and stimulating to teachers and students. Work has been undertaken both inside and outside the classroom during the year. Parental input and support has also been sort.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Examples of work samples that provide evidence of high standards of work.	No Funds Required	The portfolio was again used to display the work undertaken throughout the semester and year. The parents comments were again very positive and supportive.
• Development of whole school processes and systems to monitor progress.	No Funds Required.	Whole school systems were implemented but will need to be refined in future years.
• Outcomes of annual or more regular surveys for staff, parents and students	No Funds Required	An annual parental surveys held but more formal staff surveys need to be implemented.
• Monitoring of parental involvement in school events	No Funds Required	The process for monitoring involvement never really started. A more practical and easier method needs to be implemented.

Next Steps

The manner in which we encourage parents will be advertised a bit more, especially in the newsletter and perhaps personal calls and invites. The programs that involve parents like art/cooking days and working bees will have to be advertised and promoted much better. Communication with parents seeking help with certain tasks and jobs around the school will take a more personal approach.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$24013	This funded our SSLO program during the year which made an immense impact into the running of both classes, especially towards the end of the year. It also had a positive impact on the LaST program implemented throughout the year.
Socio-economic background	\$4562	Funds supported the strategic plan directions and also helped out individuals during the year to participate in all school programs and excursions.
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	14	15	14	16
Girls	16	12	16	12

Enrolments have shown no discernible historical trend except minor fluctuations in number. What this graph does not show is a large rollover of student enrolments and the transient nature of some people in this community.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	81.9	89.2	83.7	82.3
1	88.8	92.5	92.3	86.6
2	80.8	88.5	93.5	89.6
3	94	90.7	87.1	91.4
4	90.8	94.9	93.2	90.3
5	81.6	95.3	95	93
6	90	91.6	91.2	94.3
All Years	86.6	92.3	90.4	88.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Historically attendance has been below the state averages. It is noted the attendance for 2017 slipped below the 90% range for the first time in a couple of years. Efforts will continue into next year to improve this figure back up into the 90% bracket. Explanations for student absences is improving with fewer reminders for the return of absence notes. These have been attached to newsletters during the course of the year.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

The full work load teaching position is currently being taken up in a temporary position, due in the main to the student population fluctuation in numbers.

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	0

Professional learning and teacher accreditation

Professional learning and teacher accreditation included teacher leadership and participation in the Big Scrub collegial meetings of the TOTs and the Infantry. Funds were also made available for teaching staff to undertake opportunities in those chosen areas of personal development. Opportunities were also made available for staff to link up with a peer for observation sessions.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

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Receipts	\$
Balance brought forward	112,771
Global funds	77,780
Tied funds	58,080
School & community sources	3,665
Interest	1,307
Trust receipts	1,014
Canteen	0
Total Receipts	141,845
Payments	
Teaching & learning	
Key Learning Areas	9,261
Excursions	2,120
Extracurricular dissections	3,606
Library	513
Training & Development	967
Tied Funds Payments	33,853
Short Term Relief	3,774
Administration & Office	14,131
Canteen Payments	0
Utilities	4,236
Maintenance	6,257
Trust Payments	627
Capital Programs	406
Total Payments	79,750
Balance carried forward	174,866

rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	182,758
Appropriation	179,240
Sale of Goods and Services	68
Grants and Contributions	3,313
Gain and Loss	0
Other Revenue	0
Investment Income	138
Expenses	-61,118
Recurrent Expenses	-61,118
Employee Related	-30,527
Operating Expenses	-30,591
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	121,640
Balance Carried Forward	121,640

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)

Figures presented in this report may be subject to

- intended use of funds available>

Delete text not required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	425,395
Base Per Capita	4,585
Base Location	2,343
Other Base	418,467
Equity Total	42,318
Equity Aboriginal	1,663
Equity Socio economic	16,642
Equity Language	0
Equity Disability	24,013
Targeted Total	0
Other Total	2,045
Grand Total	469,757

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 year 3 and the year 5 student population are too small to report on or to show school growth and band spreads. Each individual student's results have been looked at by staff with the view of developing programs to help the individual student in the future.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

Each year the views of the parents are sort to ascertain their perceptions and opinions of the workings of the school.

Their responses are listed below:

Things done well:

- creating a caring and nurturing school environment
- comprehensive learning programs
- involved environmental programs including the gardens and farm stall
- promote our school in the wider community with things like participation in Rock Valley Hall functions, using the farm stall, News Papers in Education Program and the North Coast National
- communication within the newsletter and the look of the newsletter promotes the school well
- school grounds usually look a picture
- the virtues program and the manner in which the whole school and staff take it on board
- the portfolios are a great way to report
- the closeness of the school community to the staff

Things that they would like to see:

- continuation and possible expansion of the music program without the involvement on PAF each year
- greater input into the school by more parents– expand the involved parent numbers
- reporting involving the parents and staff and students– 3 way reporting or something similar (maybe worth another attempt after two failures)
- less excursions– it seems like the students are forever going to something
- more regular assemblies and

Policy requirements

Multicultural and anti-racism education

Larnook has a very diverse community and prides itself in being inclusive where differences are to promoted as a positive rather than being a negative. We use the virtues program and its language to engage students in critical thinking and appreciation of others and to realise a positive self worth. Multicultural education is based around the Harmony Theme and we regularly participate in Harmony Day activities.