

Larnook Public School

Annual Report



2018



2375

Introduction

The Annual Report for **2018** 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.

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Principal

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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 2018. The school has two multi-stage classes – a K–2 class and a 3–6 class.

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.

The results of the survey indicated:

LEARNING: Learning Culture – Working towards Delivering, Wellbeing – Working towards Delivering, Curriculum – Delivering, Assessment – Working towards Delivering, Student performance measures – Working towards Delivering.

TEACHING: Effective classroom practice – Working towards Delivering, Data skills and use – Working towards Delivering, Professional Standards – Delivering, Learning and Development – Working towards Delivering.

LEADING: Educational Leadership – Delivering, School Planning – Working towards Delivering, School Resources – Working towards Delivering, Management Practices and Processes – Delivering.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

A Culture of Learning

Purpose

At Larnook PS, we develop a culture of learning, so that all of us are aware that we are life-long learners. Students become competent, independent, self-motivated and self-monitoring learners, and this leads to enhanced learning and wellbeing outcomes.

Overall summary of progress

During 2018, Larnook Public School created individualised learning programs for students working with the LaST and SLSO on the MiniLit and MacqLit programs. Evidence shows that student outcomes improved as a result.

A new reporting program was purchased to provide parents with a more detailed report of their child's progress. This received excellent feedback from both parents and staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students set learning goals that are used by teachers when developing class teaching and learning programs.		Students on the MiniLit programs had individual learning goals during 2018. With a change of Principal mid year this remains a focus for all students during 2019.
A significant proportion of students meet expected stage outcomes and growth in Literacy and Numeracy.		PLAN data indicates a significant proportion of students are meeting stage expectations.

Next Steps

Individual goals for all students are to commence in 2019 in collaboration with parents, students and their teachers. Parent information sessions and report meetings will be offered throughout 2019.

Strategic Direction 2

Quality Teaching Practices

Purpose

At Larnook PS, *quality teaching practices* are paramount in order to support all students in their learning and wellbeing. Our teaching and learning programs recognise and value all students and provide a range of opportunities for them.

Overall summary of progress

Support Programs showed evidence of improved outcomes due to the individualised programs developed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All class learning programs are engaging, to maximise student opportunities K–6.		Classroom Observations, staff discussions and reflection on their practice and program evaluations were achieved during 2018..
All teachers enact the elements of the Professional Teaching Standards.		Teachers regularly reflected on their practice and identified elements for future growth.

Next Steps

Further professional learning and support to ensure programs are individualised will continue in 2019. Collaboration, observations and professional learning will occur in 2019 to ensure staff have a change mindset and understand the importance of a reflective practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$25 600	Literacy Intervention Teacher and SLSOs worked with K–6 to build literacy skills. All students were assessed using the MiniLit program and students requiring extra support were placed onto the program. Great results were seen by all students over the year. Extensive spending on quality guided readers has seen more engagement in student reading.
Quality Teaching, Successful Students (QTSS)	\$5 310	Lesson observations were utilised for staff. Staff attended formative assessment training.
Socio–economic background	\$11 354	Literacy Intervention Teacher and SLSOs worked with K–6 to build literacy skills. All students were assessed using the MiniLit program and students requiring extra support were placed onto the program. Great results were seen by all students over the year. Extensive spending on quality guided readers has seen more engagement in student reading.
Support for beginning teachers	\$3 120	Nikki continued training on Kindergarten L3
Aboriginal background loading	\$1248	All Aboriginal students have personalised learning plans. Aboriginal students were supported with school uniforms, excursions and any other school needs. Aboriginal students were on the MiniLit program.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	15	14	16	14
Girls	12	16	12	16

Student enrolments in Term 1 2018 were . Term 2 began with an enrolment of , Term 3 had and we ended the year with an enrolment of .

Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.2	83.7	82.3	79
1	92.5	92.3	86.6	81.7
2	88.5	93.5	89.6	86.6
3	90.7	87.1	91.4	92.2
4	94.9	93.2	90.3	89.3
5	95.3	95	93	93.8
6	91.6	91.2	94.3	93.5
All Years	92.3	90.4	88.6	86.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attending school is compulsory. All absences require a note or a phone call to the school within seven days explaining the reason why the student was absent and the number of days missed. Parents are required to complete a leave form when a student arrives late or leaves early and this is recorded as a partial absence. Where necessary, parents are contacted by the principal to highlight the importance of regular attendance and in some cases Home School Liaison Officer (HSLO) intervention is commenced with

individual attendance plans being developed.

If a child has been absent for 2 or more days on unexplained absence the principal or School Administration Officer contacts the parents via phone to seek information about the child's absence and welfare.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

There are no indigenous staff members currently employed at Larnook Public School.

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

During 2018 all staff accessed Professional Learning which supported individual staff goals identified through the Performance and Development Plans (PDP's) and specific professional learning to meet the schools strategic directions in the school plan.

Staff Accreditation:

One staff member obtained Maintenance of Accreditation

Professional Learning undertaken during 2018:

Language, Learning and Literacy (L3), Progressions, Positive Partnerships (ASD), Positive Behaviour for Learning. The Principal and the School Administration Manager attended substantial on-going training in the new SAP/SALM/HR processes during 2018.

DoE Mandatory Training:

Child Protection

Code of Conduct

Work Health & Safety

First Aid

e–Emergency Care

Anaphylaxis Training

All staff have a Working With Children Check (WWCC).

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	121,640
Revenue	567,372
Appropriation	547,273
Sale of Goods and Services	580
Grants and Contributions	17,602
Gain and Loss	0
Other Revenue	397
Investment Income	1,520
Expenses	-600,315
Recurrent Expenses	-600,315
Employee Related	-495,684
Operating Expenses	-104,632
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-32,943
Balance Carried Forward	88,697

The opening balance for the 2018 school financial year is displayed in the table of Balance carried forward of \$121 640. .

The school finance team attended several school finance meetings and workshops in 2018. This gave the school a greater insight in how to budget

and use funds within the new budgeting tool and through SAP. Following these meetings the finance team put procedures in place to meet monthly for 'Budget Health Checks' to discuss the school budget and to have a clear picture of the current financial status of the school.

This year was the introduction of the new SAP system, there were also a change of Principal mid year. Higher than expected money carried forward as systems changed throughout the year. Knowledge of actual funds was often not accurate or unknown throughout the year making it difficult to plan and budget. Plans for the financial team to continue to attend professional learning around the budgeting tool, SAP and to utilise one to one support from experts. There was also an extra expense in garbage removal and the use of secure bins this year.

Money that has been rolled forward into 2019 will be used to purchase readers, school furniture and/or go towards the beautification of our school grounds and outdoor learning areas.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	442,662
Base Per Capita	5,414
Base Location	2,304
Other Base	434,944
Equity Total	38,202
Equity Aboriginal	1,248
Equity Socio economic	11,354
Equity Language	0
Equity Disability	25,600
Targeted Total	40,119
Other Total	5,323
Grand Total	526,306

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to our small cohort completing NAPLAN it is hard to report on school trends in Literacy. However, NAPLAN performance is used to measure student growth.

Due to our small cohort completing NAPLAN it is hard to report on school trends in Numeracy. However, NAPLAN performance is used to measure student growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Regarding the schools' performance against the state priorities, our school had no Aboriginal students complete the NAPLAN assessments in 2018. State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about the school. Their responses are presented below:

- Parents have spoken positively about the inclusive community.
- Parents value the extra-curricula programs offered at the school.

- Parents acknowledge the importance of the environment with our gardens, trees and animals.
- Parents appreciate the flexible learning spaces.
- Parents requested that there be more Aboriginal education within the school.
- Parents appreciate that staff are patient, helpful & capable.
- Students commented on the fact that they feel safe.
- Students acknowledged the importance of their new learning spaces.
- Students also acknowledged the importance of extra-curricula activities..
- Staff feel supported by leaders.
- Staff have high expectations of all students and know their students well.

Policy requirements

Aboriginal education

Larnook Public School received funding to support students who identify as Aboriginal and/or Torres Strait Islander. This funding formed a part of providing programs and initiatives as those outlined below:

- Personalised Learning Plans for students who identify and meetings with Key Stakeholders.
- School Learning Support Officers were employed for all classrooms across the year.
- We continue to use Aboriginal perspectives across all Key Learning Areas.
- Our Aboriginal students were supported to access wider-world experiences
- Aboriginal students accessed the MiniLit program
- Whole school attended the NAIDOC week celebrations in Lismore.

Multicultural and anti-racism education

Multicultural and anti-racism education is explored through all Key Learning Areas at Larnook Public School.

During 2018 at Larnook School we:

- celebrated Harmony Day with class-based activities and a celebration afternoon.
- participated in professional learning for staff to support the implementation of the Geography/History Syllabus.
- trialled the new History syllabus in classrooms highlighting the importance of multiculturalism in the development of Australian as a nation.

Larnook Public School ensures that culturally inclusive classrooms and school practices are embedded in programs and policies for all students.

Other school programs

The **Music Program** for K–6 continued during 2018. Parents and students spoke positively about this.

Students performed at several events throughout the year. **Gardening and Cooking** continued once a fortnight during 2018 and students spoke positively about this. Students entered produce and cooking into the Lismore Show and won several awards.