

Larnook Public School

2019 Annual Report



2375

Introduction

The Annual Report for 2019 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.

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

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 classrooms and learning environments.

School context

Larnook Public School has an enrolment of 27 students as of January 2019. 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

All students set learning goals in numeracy that are used by teachers when developing class teaching and learning programs.

At least 70% of students meet expected stage outcomes and growth in Literacy and Numeracy.

Overall summary of progress

Professional learning on the progressions saw an increase in teacher and student individual goal setting across the school. Students are beginning to understand how to set goals and what they need to do to achieve them.

Progress towards achieving improvement measures

Process 1: Individualised Learning

Evaluation	Funds Expended (Resources)
K-2 students are showing ownership of their goals and can articulate to others what these are. 3-6 have set their goals. Further learning and understanding of how to create goals and how to achieve these needs to continue for this class. Further professional learning across the school will continue in 2020 on goal setting and the progressions.	Casual Staff \$1000

Process 2: Feedback and Collaboration

Feedback and collaboration to occur in general discussions within classroom and staffroom settings, and set as a staff meeting agenda.

Evaluation	Funds Expended (Resources)
Staff discussions and feedback around numeracy have increased across the school due to the employment of Dave Collins. He has helped these collegial discussions occur on a regular basis. Feedback to staff from Dave about numeracy has been invaluable. 2020 will see new staff members and further training in Additive Strategies will be organised. Staff will work together and observe each others lessons to promote discussion, evaluation and deeper learning.	\$15343

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.

Improvement Measures

All class learning programs are engaging, to maximise student opportunities K–6.

All teachers enact the elements of the Professional Teaching Standards.

Overall summary of progress

There were new staff members in 2019 so progress towards our school goals was a little slow to commence. Staff took on these goals and we saw more progress during semester 2.

Progress towards achieving improvement measures

Process 1: Individualised Learning

All programs being delivered in content areas have a large individualised component.

Students accessing the Support Program have individual program where appropriate.

Evaluation	Funds Expended (Resources)
Is the NCCD data collected appropriately. 2020 professional learning in quality teaching each fortnight. Commence the year revisiting NCCD with all staff.	Casual – \$1000

Process 2: Staff, students & parents/carers collaboratively create individual learning plans for students.

Evaluation	Funds Expended (Resources)
Proformas for individual plans tailored for Larnook School to be created with all staff. Time to be allocated to conduct meetings with all parties involved.	\$2000 for casual & professional learning

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Casual staff \$1000</p> <p>MiniLit professional learning for Sherrell \$1200</p> <p>\$3400 for Julie McTaggart</p> <p>\$15343 for Dave Collins</p>	<p>As a school we are looking at a more effective way to run our literacy sessions while still ensuring all students receive differentiated work, as the removal of students during class time has not been effective for classroom teaching. Assessment don't indicate a significant increase in student ability and this program has been operating for three years now although there has been a change in the teachers running it across the school.</p> <p>Due to time constraints SENA testing wasn't completed. To be completed at the beginning of 2020</p>
Quality Teaching, Successful Students (QTSS)	<p>\$4589 for casual staffing & extra release for Principal to support in class learning for teachers</p>	<p>We have organised for Renee Beach (Curriculum Advisor) to create a plan of professional learning and data collection across the school.</p> <p>There will be new staff in 2020 and further professional learning around the progressions and programming will need to be organised.</p> <p>An assessment schedule & program requirement checklist will be updated.</p> <p>Staff to observe each other and peers at other schools.</p>
Socio-economic background	<p>\$10445 for casuals so teachers can attend professional learning and have extra release to complete progressions.. Sherrell (SLSO) attended training in Brisbane for MiniLit</p>	<p>Professional learning and school training to continue in 2020 on the progressions and how to use this data with all staff members.</p>
Aboriginal background loading	<p>\$5000 for Jess Fish to provide extra support for students.</p> <p>\$380 for smoking ceremony</p> <p>\$2000 for bush tucker garden</p> <p>\$198 for Dolphin Dreaming at Byron Bay plus bus fare of \$500.50</p>	<p>All parents and community commented on how terrific this was at our evening and stated they would like further input at the school from him. I have organised Elliot to attend the school one day a week in 2020 to do language, art, cooking, further bush tucker gardening, story telling etc., There is no cost to the school for this.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	14	16	14	17
Girls	16	12	16	12

Student attendance profile

School				
Year	2016	2017	2018	2019
K	83.7	82.3	79	75.4
1	92.3	86.6	81.7	67.8
2	93.5	89.6	86.6	85
3	87.1	91.4	92.2	89.6
4	93.2	90.3	89.3	96.1
5	95	93	93.8	67.1
6	91.2	94.3	93.5	91.7
All Years	90.4	88.6	86.4	80
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	88,697
Revenue	588,767
Appropriation	574,862
Sale of Goods and Services	468
Grants and contributions	12,009
Investment income	1,116
Other revenue	312
Expenses	-567,924
Employee related	-491,173
Operating expenses	-76,751
Surplus / deficit for the year	20,842

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	15,841
Equity Total	39,515
Equity - Aboriginal	2,949
Equity - Socio-economic	10,445
Equity - Language	0
Equity - Disability	26,121
Base Total	471,192
Base - Per Capita	7,039
Base - Location	2,506
Base - Other	461,647
Other Total	11,863
Grand Total	538,411

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

A Community Engagement Survey conducted in December 2019 showed that:

School Culture – 73.7% strongly agreed it was positive

Communication – 76.3% strongly agreed communication was effective

Student Welfare – 53% strongly agreed welfare was handled well at Larnook

P&C – 36.8% strongly agreed that the P&C provided positive support to the school

Parent involvement – 47.3% strongly agreed that there were opportunities to get involved with the school

Curriculum – 73.7% strongly agreed that the school was working to improve student performance in literacy and numeracy

42% wanted to learn more about how literacy and numeracy were taught at the school

School Programs –

Kinder Orientation 100% were very or mostly satisfied

High School Transition 100% were very or mostly satisfied

Student Welfare 84% were very or mostly satisfied

SRC 63% were very or mostly satisfied

Public Speaking 57.9% were very or mostly satisfied

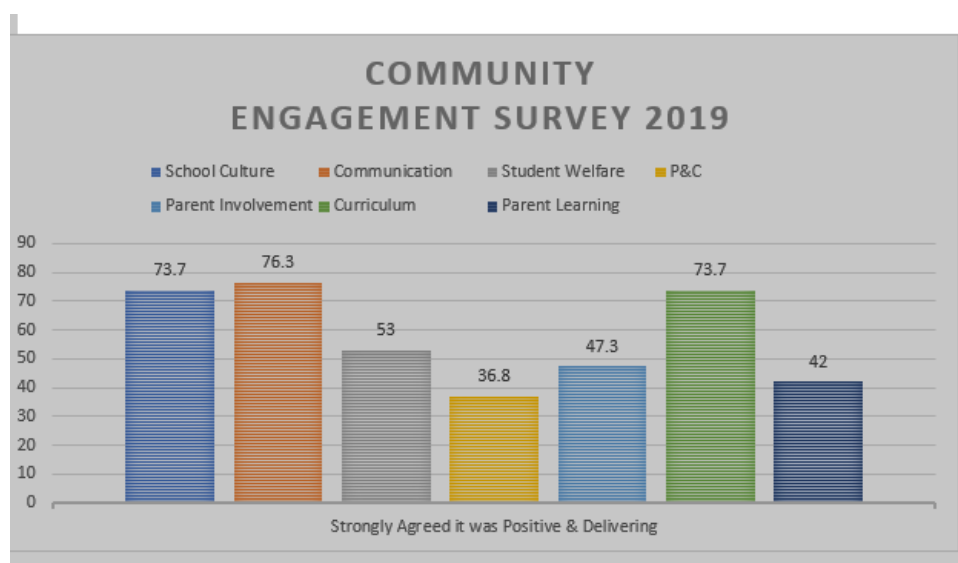
Music 63% were very or mostly satisfied

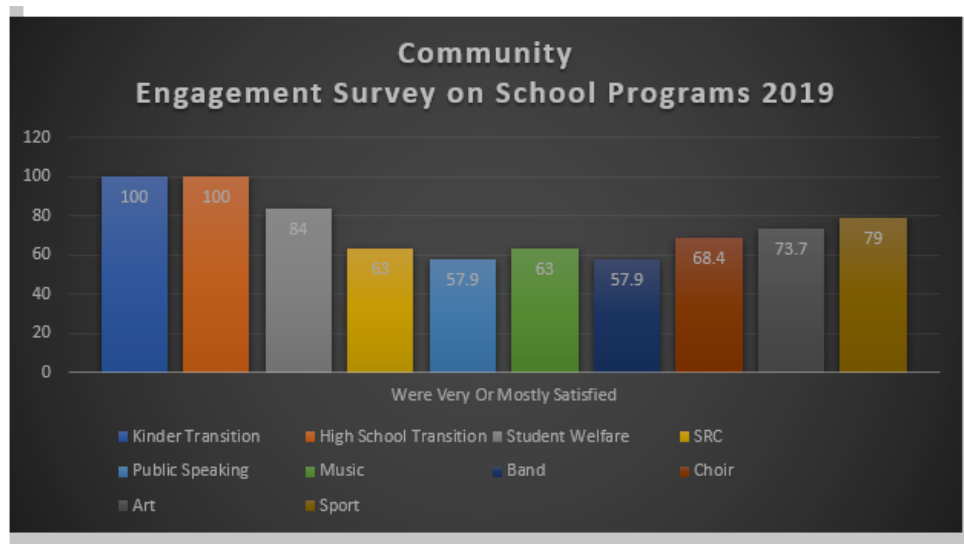
Band 57.9% were very or mostly satisfied

Choir 68.4% were very or mostly satisfied

Art 73.7% were very or mostly satisfied

Sport 79% were very or mostly satisfied





Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.