

2020 Annual Report

Larnook Public School



2375

Introduction

The Annual Report for 2020 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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Message from the principal

This year has seen many changes due to COVID, but during all of this the staff faced the challenge head on and achieved some great results. The extra communication with families during our schooling from home time was extremely valuable. This initiative of regularly contacting families about their child's learning and wellbeing continued throughout 2020 and has made us more connected. We did face many challenges but I believe the Larnook Public School Community has come out on top. Well done everyone.

School vision

Larnook Public School provides inclusive educational experiences and a diverse range of opportunities for improving learning and wellbeing. Larnook Public School is a small school offering big opportunities.

School context

Larnook Public School is a small rural school 20 minutes from Lismore and Kyogle. Larnook Public School had an enrolment of 20 students as of January 2020. The school has two multi-stage classes, a K-2 class and a 3-6 class. Larnook Public School offers an expanse of picturesque grounds that allows students to have a variety of areas to learn in. They include an upper oval, fairy garden and a lower playground with play equipment and chickens. At Larnook School we incorporate life skill activities into our learning programs. These include activities like cooking, gardening, pottery, fishing and animal care. The school and community have planted a large variety of edible fruits and plants for students to enjoy and to promote healthy eating. We encourage a healthy and physical lifestyle by offering sports like soccer, hockey, swimming, volleyball, dancing and surfing by qualified coaches. Every student has the opportunity to experience success and to build that confidence in their own ability to achieve their full potential. Larnook is a small school with big opportunities.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Progress towards achieving improvement measures

Process 1: Individualised Learning

Evaluation	Funds Expended (Resources)
Off track due to COVID and staff changes	

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)
This was interrupted due to COVID	

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.

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)
Ensure planning into 2021 allows for whole school planning days at least once a term	

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

Evaluation	Funds Expended (Resources)
As a whole school we need to continue to promote individual goals with families, students and teachers. Ensuring we are using Essential Assessment and the progressions as guides.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$27673	More intensive support will need to be provided to students that have fallen behind due to the interruptions of COVID. Early 2021 we will be assessing students in literacy and numeracy and looking at what programs and support we can provide for our students
Quality Teaching, Successful Students (QTSS)		During COVID the communication between the majority of families improved. It was good to have regular phone contact with families and be able to listen and work on the feedback they were giving about their child's learning. This will continue to be an area of focus.
Socio-economic background	\$12881	The impact of minilit has been positive. Assessments have shown an increase in student knowledge of sounds and their ability to sound out words. These students writing and confidence has also improved.
Aboriginal background loading	\$3058	Elliot was a valuable resource during the day and students were fascinated with his knowledge. Elliot will continue to work with us during 2021 and staff will be doing training to ensure Aboriginal language and culture is integrated into our learning at school.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	16	14	17	12
Girls	12	16	12	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	82.3	79	75.4	93.9
1	86.6	81.7	67.8	80.6
2	89.6	86.6	85	90.9
3	91.4	92.2	89.6	76.7
4	90.3	89.3	96.1	92.7
5	93	93.8	67.1	98.9
6	94.3	93.5	91.7	88.6
All Years	88.6	86.4	80	87.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	0.17
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	109,540
Revenue	522,899
Appropriation	503,406
Sale of Goods and Services	445
Grants and contributions	18,112
Investment income	305
Other revenue	632
Expenses	-555,083
Employee related	-448,988
Operating expenses	-106,095
Surplus / deficit for the year	-32,184
Closing Balance	77,356

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.

	2020 Approved SBA (\$)
Targeted Total	17,042
Equity Total	43,612
Equity - Aboriginal	3,058
Equity - Socio-economic	12,881
Equity - Language	0
Equity - Disability	27,673
Base Total	339,425
Base - Per Capita	6,975
Base - Location	2,595
Base - Other	329,856
Other Total	10,162
Grand Total	410,241

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Community Survey Results

1. I feel welcome at school Only 1 disagreed
2. I can communicate easily with the school All strongly agreed or agreed
3. The school communicates effectively Only 1 disagreed
4. My help and interest are valued Only 1 disagreed
5. Our school has a safe and secure environment One was not sure and the remainder strongly agreed or agreed
6. My child feels safe and supported by staff One was not sure and the remainder strongly agreed or agreed
7. Student achievement is praised and acknowledged All strongly agreed or agreed
8. My child/ren like coming to school All strongly agreed or agreed
9. the staff care about and know my child One was not sure and the remainder strongly agreed or agreed
10. My child enjoys learning at school One was not sure and the remainder strongly agreed or agreed
11. Our school has a positive reputation in the community One was not sure and the remainder strongly agreed or agreed

Student Survey (15) Results

Do you like coming to school? 12 Yes

If you had a problem, is there an adult at school you would be able to tell? 14 Yes

Does anything at school worry you? 8 Yes, 7 No (Majority were concerned about friendships)

When you are at school, how do you feel? (happy, sad & neutral faces shown to colour) 4 Happy, 8 Neutral & 3 Sad.

Surveys of the students were conducted after activities/events/excursions at school and one of the responses sums up what we are trying to achieve with the students - This was the best day of my life!

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.