

# Louth Public School Annual Report



2018



3594

## Introduction

The Annual Report for **2018** is provided to the community of Louth 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.

Rebecca Foster on behalf of Jessica Kennedy–Williams and Daphne Jermyne.

Relieving Principals for 2018

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## School background

### School vision statement

Louth Public School students will reach their learning goals with the support of a positive and committed school community that is focused on every student constantly achieving. Louth Public School will access rich and collaborative learning opportunities to support the academic growth and wellbeing of staff and students. Through a network of partnerships and connections, Louth Public School will overcome the geographical barriers of isolation and thrive.

### School context

Louth Public School is a small remote school on the traditional lands of the Barkindji people, located in the Bourke Shire.

The school connects with the Western Plains Network of Schools and is an active member of the Bourke regional hub of schools and the Primary Small Schools Association.

The school is supported by the Louth Public School Parents and Citizens Association, the Louth branch of the Isolated Children and Parents Association and the community of Louth.

The school provides for students K–6 in a safe, caring and individualised learning environment. The students population fluctuates throughout the year due to the transient nature of the community and seasonal workers, with enrolments up to 10 students at times, in recent years. Students are from properties within and surrounding the village. Students have grown up in the Louth community and there is a strong connection, like an extended family.

## 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.

This is an on–balance judgement based on 2018 school performance.

In the Learning Domain, in the elements of Learning Culture and Assessment we are Working Towards Delivering. In the elements of Wellbeing, Curriculum and Reporting, we are Delivering.

In the Teaching Domain, in the elements of Data Skills and Use we are Working Towards Delivering. In the elements of Effective Classroom Practice, Professional Standards and Learning and Development, we are Delivering.

In the Leadership Domain, we are Working Towards School Planning, Implementation and Reporting. We are Delivering against Educational Leadership, School Resources and Management Practices and Processes.

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

Focus on quality teaching and personalised learning

### Purpose

To ensure a dynamic teaching and learning culture based on evidence based practise that is focused on improving student and staff development. To collaboratively develop aspirational expectations in order for students, parents and teachers to set learning goals and monitor progress towards continual growth.

### Overall summary of progress

In 2018, there were two Relieving Teaching Principals. The lack of continuity has affected the efficacy of Professional Learning and implementation. Due to very small student enrolment, all students have Personalised Learning Programs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of learning goals achieved for every student in English, Mathematics and Wellbeing.	Implementation of PLPs for all students.	Student growth is monitored but this needs to be done more regularly.
Enhanced access to a range of quality curriculum opportunities through continuous reflection on students learning needs.	L3 trained TP implemented L3 strategies to support student learning; aspects of TEN Numeracy program implemented	Timetable adjustment for Numeracy session implemented – interactive 100's activities, number recognition & skip counting, times tables followed by TEN activity, working mathematically mental problem solving, Number of the Day, weekly math focus for the lesson with complimentary activity.

### Next Steps

In 2019, Louth Public School seeks to:

- develop PDPs for all staff
- develop programs that are Stage-based
- Develop resources that specifically support the Science and Creative Arts syllabus areas

## Strategic Direction 2

Collaborative and connected school community

### Purpose

To connect students with other learners and access opportunities to increase connectedness and enhance wellbeing. To collaboratively build staff capacity through enhanced learning alliances. To strengthen the school community confidence and engagement in the vision of Louth Public School.

### Overall summary of progress

The connection with Louth Public School and the larger public school, Bourke Public requires greater communication of student outcomes. The school works closely with Wanaaring Public School to develop programs and utilise teaching expertise. Parents are fully engaged with their children's education. The school enjoys regular visits from visiting school performances, mobile preschool and other community visitors. Links with the community to be enhanced.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Staff demonstrate newly acquired skills in the classroom.</li></ul>	Continued and extended relationship with Cobar Public School as well as smaller schools	Learning alliance opportunities and networks to support staff development have been productive and will continue in 2019.
<ul style="list-style-type: none"><li>• Increase in community confidence and collaboration with Louth Public School.</li></ul>	The following community groups worked with us in 2018:  Louth Community Safety Net Pre-School group ;  Local ICPA  Mobiles preschools  Royal Far West	Engonnia Public School Science Show & Workshop Day was a success for both students and parent/carers; pre-school children attended the Engonnia Pre-school complementing the day;  An excursion day for 2x students to Cobar Public School enhanced the learning opportunities and broadened their experiences of learning within a larger group of same stage peers; suggest that this type of experience be provided more often.  Community Connections Solutions Australia (CCSA) met with Louth Community Safety Net Pre-School group and principal initiating the Louth PS as the most likely 'host' for the development of the community pre-school in the ensuing 10 to 12 months; meetings will continue into 2019;  Isolated Children and Parents Association (ICPA) meeting attended and contributed to by TP;  P & C resumed communication within the school community parent body and resumed functioning.  There is an immediate need to source a way of resolving the high turnover of teaching staff to bring stability and sustainability to the school and the Louth community in general.

### Next Steps

Community skills audit.

Reflecting upon and strengthening ties with Bourke Public school.

Develop regular sharing of teacher expertise with Wanaaring Public School, including teaching by VC.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$11 011 – School based allocation – RAM	Students were supported by the SLSO two days per week.
<b>Socio-economic background</b>	\$2 409 – School based allocation – RAM	iPads and software purchased for classroom.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	5	4	6	4
Girls	1	2	2	1

Louth Public School currently has an enrolment of four boys and one girl from Year K–4.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.6		90.5	
1	97	100	92.9	
2		99.4	94	98.8
3			94.6	
4	95.1			95.2
5		97.6		
6	95.1		91.7	100
All Years	96.5	99.3	93	96.6
State DoE				
Year	2015	2016	2017	2018
K	94.4		94.4	
1	93.8	93.9	93.8	
2		94.1	94	93.5
3			94.1	
4	94			93.4
5		93.9		
6	93.5		93.3	92.5
All Years	94	94	93.9	93.2

### Management of non-attendance

Louth Public School contacts the parents on the first day of absence if we have not been notified. Because of the small enrolment and the limited number of parents, we see parents everyday and they are proactive in communicating with school staff.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

There were no Aboriginal staff members at Louth PS in 2018.

### 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	50

### Professional learning and teacher accreditation

Teachers engaged in school based and external learning to support improved teacher quality and school initiatives.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	36,749
<b>Revenue</b>	510,027
Appropriation	491,632
Sale of Goods and Services	0
Grants and Contributions	17,843
Gain and Loss	0
Other Revenue	0
Investment Income	552
<b>Expenses</b>	-413,669
Recurrent Expenses	-413,669
Employee Related	-381,443
Operating Expenses	-32,226
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	96,357
<b>Balance Carried Forward</b>	133,106

The school has one relieving Teaching Principal (TP1), 1 permanent 0.36FTE School Administration Manager (SAM), 1 temporary 0.4 Classroom Teacher, 1 temporary 0.4 School Learning Support Officer (SLSO), and one 0.2FTE General Assistant. Wages are included in the table above. Funds were used to support teaching and learning programs. The school fete provided additional funds.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	282,838
Base Per Capita	1,547
Base Location	16,421
Other Base	264,870
<b>Equity Total</b>	13,420
Equity Aboriginal	0
Equity Socio economic	2,409
Equity Language	0
Equity Disability	11,011
<b>Targeted Total</b>	0
<b>Other Total</b>	12,868
<b>Grand Total</b>	309,127

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.

There were no students who sat the Literacy tests in Year 3 or 5 at Louth Public School.

There were no students who sat the Numeracy tests in Year 3 or 5 at Louth Public School.



Due to our small cohort, to protect the confidentiality of our students, no data is shown.

Due to the introduction of L3, student growth was more closely monitored, leading to individual targeted programs.

There were no Aboriginal students at Louth Public School in 2018 but all students developed a greater understanding of Aboriginal history and culture through curriculum implementation and special days.

150 minutes of moderately vigorous exercise was included in the school timetable.

## **Parent/caregiver, student, teacher satisfaction**

Parent and students surveys were distributed at the end of 2018. Parent responses were supportive of the school, indicating satisfaction and students reported feeling known, valued and cared for.

## **Policy requirements**

### **Aboriginal education**

Harmony Day was celebrated at Louth Public School. Aboriginal history and culture are embedded in several syllabus areas.

### **Multicultural and anti-racism education**

The teaching principal is the nominated anti-racism officer at Louth Public School.

A major area of study was a country study of Poland.

### **Other school programs**

Connections with small schools in the region, including Engonnia Science Day.

Connections with Bourke Public School swimming lessons.

Connections with the preschool mobile units – Bourke and Cobar.

Community connections – fundraising activities at the fete.

Sport – Swimming and Athletics carnivals.