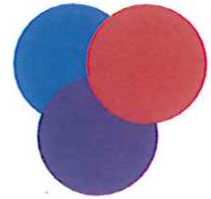


LOUTH PUBLIC SCHOOL Annual Report



2015



Introduction

The Annual Report for 2015 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.

Troy Ruttley
Principal

School contact details:

Louth Public School
Hughes Street
LOUTH, 2840
<http://www.louth-p.schools.nsw.edu.au/>
louth-p.school@det.nsw.edu.au
02 68 747 426

Message from the Principal

2015 was an adventurous year not to mention very busy year at Louth Primary School. Though small in size, our adventures and achievements were certainly large.

Students had a strong focus on Literacy working on their grammar, spelling, text type handwriting and overall literacy skills. In Numeracy, the students embarked on more complicated areas such as fractions and capacity mass.

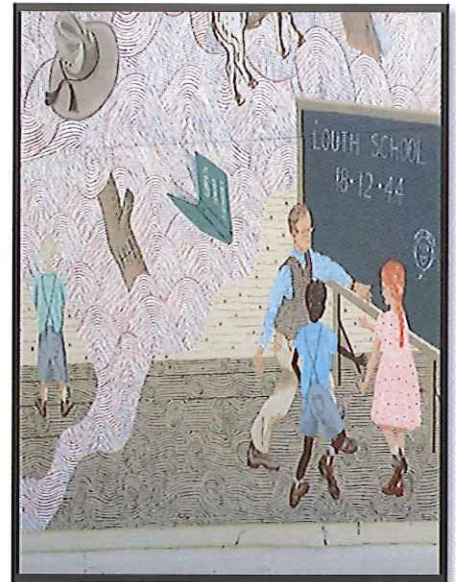
Playgroup has continued and is still successful as the LEAP Centre (Little Educational Access Program)

Our school strategic directions allow us to reflect the reforms while providing students of the School an opportunity to further enhance educational programs delivered within the school, which has seen ongoing student improvements. In consultation with Parents and Community, this funding has allowed teachers and staff to develop a stable and secure number of programs supported by identified resources to facilitate rewarding learning opportunities for all Louth Public students.

RAM equity funding has provided the opportunity to design and implement literacy and numeracy programs aimed at each stage to further enhance and provide stable programs to ensure continued student achievement. Our new literacy and numeracy programs have allowed teachers facilitate learning opportunities for each learning style to engage and provide strategies that previously we couldn't. RAM funding also provides an opportunity to employ support staff to assist in addressing individual student weaknesses through strategic and purposeful professional development. This has ensured a collaborative environment fixed on improvement and excellence at Louth Public School.

The school has a multi-age class structure, based on the belief that learning is developmental and that this program provides greater opportunities for individual growth and achievement. The object of the Math 101 Program (Numeracy One to One) is to increase individual student outcomes in numeracy through consistent planning formats that are develop by the teacher and then the tutor supports the student. This program enhances vocabulary when discussing numeracy and therefore builds up the student's numeracy skills. The program aims to enhance and develop teacher skills while increasing parent understandings of how resources are used to increase their child's numeracy understanding. The funding entitles the school to employ - 1 tutor at 1 day a week.

CORRESPONDENCE PIANO LESSONS: This successful method uses a set of video tapes for demonstration of piano technique and normal phone calls for weekly, individual tuition with music tutor, Ruth Drew ATCL from south-east Queensland



Piano lessons help children perfect their natural learning processes. Music is a language, and children are programmed to absorb languages. Studies have shown that kids can most easily learn new languages when they start at a young age. Piano lessons help children develop the very same skills needed to accomplish language arts, like reading. In piano, students learn how to follow directions, scan written materials, think critically, create solutions and translate writing into action. For example, students must look at each note, measure and phrase and decide how to play each note to make the music come to life.

Reading comprehension program resulted in significant gains from pre-test to post test for ALL students. Numeracy program lessons have supported several approaches to differentiated instruction. Numeracy skills have improved.

In 2015, at least 100% of families were represented. The school improved communication to families with our Facebook account and the purchase of the Lead Light Notice Board.

The P&C were part of the 5P strategic planning process from the 2015 -2017 school plan. This is also achieved through a variety of yearly events. These initiatives include but are not limited too; Back to School days for parents, Black and White Dinner Dance (June) School Fete (August) and School Assemblies and Movie premier / Presentation Night.

The Louth community has always supported the school and participates in every program they can. We have an open door policy where community are welcome to come and visit. We also run an internet hub for community.

The school took part in the Sporting Schools School Program. The program aims to engage children in sport and other structured physical activities through a positive and fun experience and to develop a love of sport that inspires them to join a local sporting club.

Our school fair was a huge success, raising the majority of the funds needed to support the P&C initiatives of the school which included the community cruise on the P&O Pacific Eden in January 2016.

We had many events with visitors from near and far come and share their skills with the school. These included but are not limited to – Medicare Local (Healthy Outback Kids) and Outback Patrol.

The year culminated in a terrific showcase of the School and Community movie “Outback Heroes”. Again, the movie was such a success that the school will embark on their next movie in 2016.

Stage 3 students participated in the Outback Challenge in Bourke. Other school initiatives that students participated in during 2015 were Small Schools Swimming Carnival, Cross Country and in school events and festivities.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr. Troy Ruttley (R.I.G)

School background

School vision statement

“Growth Through Knowledge”

*Our vision is to provide a holistic, quality learning environment
to develop confident and creative global citizens and leaders.*

Louth Public School recognises that each child is an individual; that all children are creative; that all children need to succeed. Therefore Louth Public School respects the individual needs of children; fosters a caring and creative environment; and emphasises the social, emotional, physical, intellectual development of each child.

School context

Louth Public School is a remote, isolated school with a population of approximately 5 students and is situated on the Darling River, 100km south-west of Bourke. It is in the Western Plains School Education Area. Louth Public school provides a caring and secure learning environment for all our students, kindergarten to year six.

The school has parental support through the Parents and Citizens Association. This is made up of two parents and four community members.

The school has one relieving principal, 1 permanent part time School Administration Manager (SAM) and one, two days a week temporary teacher.

The school promotes citizenship and taking responsibility for one's own actions through the Positive Behaviour for Learning (PBL) program, with the school mission statement "We are a school of responsible, respectful learners".

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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 year, our school undertook self-assessment using the elements of the School Excellence Framework. In 2015, our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

The results of this process indicated that:

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our endeavours have principally centred on wellbeing, educational programs and learning. The solid execution of the school in making a positive and gainful learning society among pupils and staff has been an element of our advancement.

The major significance of wellbeing is giving an exceptional approach to construct a society of trust, regard and esteeming of each other. The outcomes have been clear in the progressions we have found in the ways students are identifying with each other and, imperatively, in the expanded engagement in learning.

A more engaged way to deal with individual adapting needs has been a segment of our advancement consistently. Students with high adapting needs are being recognised early and their guardians/carers are progressively included in arranging and supporting their learning headings. We have likewise created solid organisations with of our wider community to effectively expand investment and commitment in learning at the school.

In the area of Leading, our needs have been to advance administration and leadership practices and procedures. The consistency and viability of execution of our key headings during the time has been because of a solid establishment of administration across the whole school.

This methodology perceives that management advancement is integral to the accomplishment of school perfection. The leadership group has been fruitful in driving the activities sketched out in this report, assembling the capacities of staff to make a dynamic school learning environment.

The new direction with school planning, upheld by the new funding model, is having a noteworthy effect to our advancement as a school. The accomplishments and recognisable proof of next steps are laid out in the accompanying pages of this report. Our self-evaluation procedure will support the school to refine the vital needs in our School plan prompting further improvements in the overall successes of our students.

Strategic Direction 1

High expectations of student performance leading to improved learning outcomes.

Purpose

To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations.

Overall summary of progress

Our school strategic direction 1 allowed us to reflect the reforms while providing students of the School an opportunity to further enhance educational programs delivered within the school, which has seen ongoing student improvements. In consultation with Parents and Community, this funding has allowed teachers and staff to develop a stable and secure number of programs supported by identified resources to facilitate rewarding learning opportunities for all Louth Public students.

Our continued school-wide focus has provided the opportunity to design and implement literacy and numeracy programs aimed at each stage to further enhance and provide stable programs to ensure continued student achievement. Our new literacy and numeracy programs have allowed teachers facilitate learning opportunities for each learning style to engage and provide strategies that previously we couldn't. RAM funding has provided an opportunity to employ support staff to assist in addressing individual student weaknesses through strategic and purposeful professional development. This has ensured a collaborative environment fixed on improvement and excellence at Louth Public School.

The school's learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents/carers.

The introduction of the Math 101 Program is based on the belief that learning is developmental and that this program provides greater opportunities for individual growth and achievement. The object of the Math 101 Program (Numeracy One to One) has increased individual student outcomes in numeracy through consistent planning formats that are developed by the teacher and then the tutor supports the student. This program has enhanced vocabulary when discussing numeracy and therefore building up the student's numeracy skills. The program has enhanced and developed teacher skills while increasing parent understandings of how resources are used to increase their child's numeracy understanding.

Piano lessons help children perfect their natural learning processes. Music is a language, and children are programmed to absorb languages. Studies have shown that kids can most easily learn new languages when they start at a young age. Piano lessons help children develop the very same skills needed to accomplish language arts, like reading. In piano, students learn how to follow directions, scan written materials, think critically, create solutions and translate writing into action. For example, students must look at each note, measure and phrase and decide how to play each note to make the music come to life.

CARS & STARS reading comprehension program resulted in significant gains from pre-test to post test for ALL students. Numeracy program lessons have supported several approaches to differentiated instruction. Numeracy skills have improved. The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. This is having a positive impact on the culture of the school, as well as contributing to stronger involvement of Aboriginal Elders and the AECG.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
To move 90% of identified students from achieving well below and below benchmark up a minimum of one level and ultimately to the grade proficient level.	Progress measured and implemented on PLAN – student progress send home to parents reporting child’s progress. At the end of 2015 all students showed anticipated growth on continuums in the areas of Writing and Numeracy.	\$10,000.00
CARS AND STARS LITERACY PROGRAM - Reading and Comprehension capabilities to be extended more than 12 months beyond their chronological age/ or one cluster marker above grade level as demonstrated on the K-6 Literacy continuum.	Assess all data and evidence from Surveys and interviews completed later in the semester Focus group run at the end of the semester Staff experiences and observations investigated by: <ul style="list-style-type: none"> • Teaching team survey documentation of observations; • Teaching team focus group -survey as trigger for group reflection;	\$1,840.64
All teaching Staff trained in and implementing CAMS AND STAMS NUMERACY PROGRAM.	Progress measured and implemented on PLAN – student progress send home to parents reporting child’s progress. Student’s skills and abilities improved and are measured using the Numeracy Continuum.	\$6,167.38

Next steps

- Continue to build on the improved Learning and Support processes and strengthen the support for all students.
- Continue implementation and delivering of the CARS & STARS Reading Comprehension program
- Continue implementation and delivering of the CAMS & STAMS Numeracy program
- Build on the ‘You Can Do It’ approach in the classroom to ensure strong adjusted individual learners and move towards use of school values and displays in all classrooms.

Strategic Direction 2

Collaborative supportive engagement with schools and wider community.

Purpose

To ensure commitment to the school community and to promote public education.

Overall summary of progress

Ongoing consultation with our P&C to help support educational objectives prior purchasing any resources or materials required during P&C Meetings. At least 100% of families were represented. The school

improved communication to families with our Facebook account and the purchase of the Lead Light Notice Board.

The P&C were part of the 5P strategic planning process from the 2015 -2017 school plan. This is also achieved through a variety of yearly events. These initiatives include but are not limited too; Back to School days for parents, Black and White Dinner Dance (June) School Fete (August) and School Assemblies and Presentation Night.

The Louth community has always supported the school and participates in every program they can. We have an open door policy where community are welcome to come and visit. We also run an internet hub for community. The Louth P&C, in conjunction with Louth Public successfully held the Black and White Dinner Dance in June, Annual school Fete in August, Movie Premier of Outback heroes in December and have coordinated and participated in a variety of community fundraising initiatives that benefit the school and the wider community.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Improved sustainability of strong partnerships that provide opportunities and outcomes for all students through continual networking and participation in events associated with these partnerships	<ul style="list-style-type: none"> Attended various local community meetings – Louth Chamber, ICPA and committee meetings “Louth 150 Year’s Celebrations”. Maintained close relationship with Cobar Public School and continued the Big brother program. 	\$ 800.00
Increase 60% attendance from 18 – 29 years of age at school functions.	<ul style="list-style-type: none"> Held Black and White Dinner Dance event on the 21st June 2015 	\$ 1500.00
All school based open days effectively implemented across the school year.	<ul style="list-style-type: none"> Back to school days for parents. 1 day a term. 	\$ 1,146.54
Facebook page established and implemented with control measures	<ul style="list-style-type: none"> Information regarding school events, success and learning included in the Louth Liberal , School Newsletter & Facebook 	\$0
70% of school community assist in organisation and implementation of community events and activities. 80 % attendance by parents at playgroup.	<ul style="list-style-type: none"> Louth Annual School Fete Showcase Movie at the Premier. Hold Louth Annual School Presentation Day. Playgroup operating 1 day a week for 2 hrs. 	\$1,000.00

Next steps

- Continue to build on the improved collaborative supportive engagement with schools and wider community while strengthen the support for all students.
- Continue implementation and delivering community events to engage community interest in the school through the Black & white Dinner Dance, School Annual Fete, Small school events and Movie Premier for 2016.
- Increase more participation from our school direction 2 objectives.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
English language proficiency funding [Insert text here]	<p>Teaching principal communicating with parents/carers and inviting them to meetings with students to develop Individual Learning plans (ILPs) and monitor progress.</p> <p>A range of strategies have been incorporated in the school's communication with parents/carers and community members. These included; an LED screen to display weekly highlights in the front of the school and a community noticeboard/ Facebook. As a result, these strategies are strengthening parent and community engagement in school activities.</p>	\$ 379.64
Socio-economic funding Piano Lessons	<p>CORRESPONDENCE PIANO LESSONS: This successful method uses a set of video tapes for demonstration of piano technique and normal phone calls for weekly, individual tuition with music tutor, Ruth Drew ATCL from south-east Queensland.</p> <p>Piano lessons help children perfect their natural learning processes. Music is a language, and children are programmed to absorb languages. Studies have shown that kids can most easily learn new languages when they start at a young age. Piano lessons help children develop the very same skills needed to accomplish language arts, like reading. In piano, students learn how to follow directions, scan written materials, think critically, create solutions and translate writing into action. For example, students must look at each note, measure and phrase and decide how to play each note to make the music come to life.</p>	\$ 5,608.00
Low level adjustment for disability funding Math 101 Tutor	<p>The Math 101 tutor has helped students master effective study habits and critical thinking skills as they develop a greater understanding of class material.</p>	\$ 4,920.00

	Students' grades have improved, their confidence increased, their interest in doing quality work improved, and their enthusiasm toward learning has been heightened.	
Other school focus areas	Impact achieved this year	Resources (annual)
Sporting School	The Sporting Schools program, introduced by the Australian Sports Commission this year, enabled students to be engaged in sport-based activity within the school environment.	\$ 6,050.00

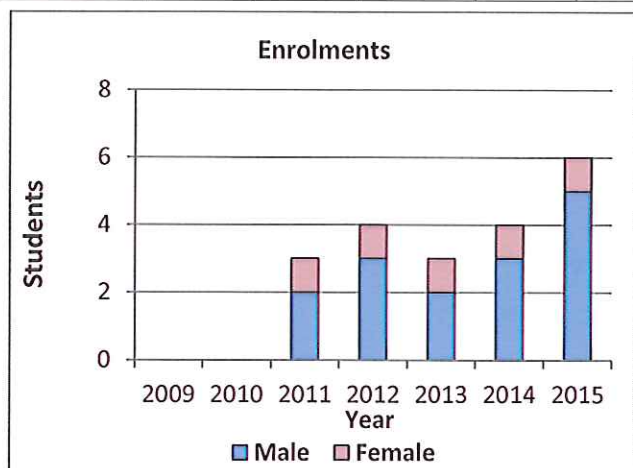
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student Enrolment

Gender	2011	2012	2013	2014	2015
Male	2	3	2	3	5
Female	1	1	1	1	1



Student attendance profile

Student Attendance

	Year	2010	2011	2012	2013	2014	2015
School	K	na	95.3	96.3	na	97.6	97.6
	1	98.8	na	84.0	100.0	na	97.0
	2	na	98.8	na	87.3	na	na
	3	97.7	na	91.4	na	90.4	na
	4	na	96.5	na	93.7	na	95.1
	5	na	na	98.8	na	94.0	na
	6	na	na	na	98.7	na	95.1
	Total	98.1	96.9	92.6	94.3	94.9	96.5
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class sizes

Roll class	Year	Total in class	Total per year
Multi-Stage Class	K	1	5
	1	2	5
	4	1	5
	6	1	5

Workforce Information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administrative & Support Staff	3
Other positions	0
Total	5

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Louth Public School has one Aboriginal teacher –. Louth Public School enjoys a close relationship with our local Aboriginal Educational Consultative Group.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	100

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Louth Public School staff in 2015. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
Income	\$ 79,902.74
Balance brought forward	12,788.29
Global funds	44,991.77
Tied funds	14,038.82
School & community sources	7,650.50
Interest	433.36
Trust receipts	0.00
Canteen	0.00
Total income	67,114.45
Expenditure	
Teaching & learning	
Key learning areas	8,102.85
Excursions	0.00
Extracurricular dissections	2,161.87
Library	543.57
Training & development	0.00
Tied funds	20,748.47
Casual relief teachers	1,972.80
Administration & office	24,185.64
School-operated canteen	0.00
Utilities	9,103.97
Maintenance	6,179.60
Trust accounts	0.00
Capital programs	595.00
Total expenditure	73,593.77
Balance carried forward	6,308.97

School-based assessment

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the *Find a school* and select *GO* to access the school data.

Aboriginal education

Louth Public School developed an Aboriginal perspectives implementation into all KLA areas of learning

Our plan included:

- Dedicated week of learning experiences and celebration for NAIDOC

Multicultural Education and Anti-racism

In line with the School plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

The school has hosted the annual Harmony day which helps showcase the diversity of Australia's culture with the whole community.