Our school at a glance

Students
At the end of 2010 Largs Public School had an enrolment of 95 students, consisting of 50 girls, 45 boys and 62 families.
Attendance rates are above region and state averages.

Staff
Largs PS has nine regular staff members who all work together to make our school educationally sound, aesthetically pleasing and welcoming to the community.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
- Programs are inclusive of Aboriginal and Multicultural perspectives.
- A Welfare program based on Choice Theory.
- Internet Access available in all classrooms.
- Overnight excursions for senior children.
- Regular K–6 thematic days and peer teaching programs.
- Participation in Star Struck.
- Combining with other small schools for Athletics and Swimming carnivals.
- Pre-school to Kindergarten orientation program.
- Year 6 to High School orientation program.

Student achievement in 2010

Literacy – NAPLAN Year 3
100% of our students met National Benchmarks required.

Numeracy – NAPLAN Year 3
100% of our students met National Benchmarks required.

Literacy/Numeracy – NAPLAN Year 5
Due to the small number of students sitting the test, results are not published.

Messages

Principal’s message
Largs Public School is situated on the northern, rural outskirts of Maitland. It is a dynamic small school, which has a proud history. Founded in 1838, it is the oldest Public School in Australia. The school and staff provide a caring family environment with strong parental involvement.
Our Mission is to provide students from Kindergarten to Year 6 with:
- a happy learning environment;
- a well balanced education; and
- respect for themselves and others.
This report details the school’s achievements this year and its priorities and goals for the coming twelve months.
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.

Sharon Palmer

P & C and/or School Council message
Largs PS P & C Association prides itself as being one of the most successful and well supported school bodies within our district. We have an exceptional attendance rate of families who regularly participate in P & C Meetings. The P & C Association helps to assist with many activities which our school is involved in and continues to provide major fund raising support for the various projects we undertake as a school community.
Largs P & C gives support to our Principal and staff. They also aid in making decisions on school educational policies, behavioural strategies for our children and fundraising projects to benefit the whole school. These decisions facilitate ongoing growth and improvement in many areas. Parental support within our school includes assisting with reading and mathematics programs, providing healthy eating choices through our school kitchen and transporting
/supervising/supporting our children at various excursions, sporting events and creative arts performances.

Examples of the manner in which the P & C Association has provided support and resources for Largs Public School include the purchase of a projector and attachments for use with our Smart Boards, a public announcement system for our Covered Outdoor Learning Area (COLA) and concrete pathways to the classrooms.

Families of our school regularly undertake fundraising activities including barbecues and stalls for Election Days, cake and pie drives, chocolate drives, bus trips and raffles. We are proud as a P & C Association to have a good standing in our local community and are known to work tirelessly towards our goals.

In 2010, more than $6,500 of P&C funds was spent on equipment for our children and their education. An exceptional effort for a small school!

I would like to thank all of the parents and community members who are associated with the Largs P & C for their wonderful efforts and dedication throughout the year. They are to be congratulated.

Rebecca England  
P & C President

Student representative’s message

As leaders of Largs Public School we are proud to be representatives of such a great small school.

During the year we participated in activities such as Star Struck, Leadership Conferences and a local community Leaders’ Breakfast at the Town Hall. We also ran weekly assemblies and presented awards.

Through the fundraising efforts of Year Six, including our annual mini fete, we were able to purchase flags for our new sports houses of Williams, Hunter and Paterson.

We were also involved in raising money for various charities, including ‘Crazy Hair Day’ for leukemia research, ‘Disney Dress-Up Day’ for Ronald McDonald House and ‘Out of Uniform’ days to support the School of St. Jude in Tanzania, Africa.

Our time at Largs Public School in 2010 was busy and fulfilling and we look forward to visiting on many occasions.

Annabelle Cook & Shelby Bissett

School context

Student information

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

Student enrolment profile

Once again, in 2010, enrolments have continued to increase.

Of our school population, 52% are girls and 48% boys.

All students come from English speaking backgrounds.

12% of students are from Aboriginal descent.
Management of non-attendance

Parents of students who are absent from school need to provide written advice of the absence. Parents of students who are absent for a large number of days, or who often come late to school, will be contacted first by the school Principal and then referred to the Home School Liaison Officer.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>K</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1-2</td>
<td>3</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>2-3-4</td>
<td>5</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>4-5-6</td>
<td>6</td>
<td>11</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

Collaborative programming by all teachers enables similar themes to be taught across the school, covering all outcomes and catering for linked K-6 excursions.

Development, revision and use of a four-year scope and sequence ensures that all required areas are covered and all mandatory outcomes are taught over the years without repetition.

Classes combine and are divided into appropriate mixed groupings, for a variety of planned thematic days, fitness programs, research activities, peer teaching exercises and Book Week activities.

Classes also combine weekly for sporting activities and assemblies.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>5.4</td>
</tr>
</tbody>
</table>

There are no indigenous staff members.

Staff retention

A permanent staff member was appointed for our fourth class.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>
Financial summary

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

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>43158.64</td>
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<tr>
<td>Global funds</td>
<td>69443.02</td>
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<tr>
<td>Tied funds</td>
<td>22848.46</td>
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<tr>
<td>School &amp; community sources</td>
<td>40344.55</td>
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<tr>
<td>Interest</td>
<td>2703.88</td>
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<tr>
<td>Trust receipts</td>
<td>3795.27</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>182293.82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>19320.03</td>
</tr>
<tr>
<td>Excursions</td>
<td>14462.87</td>
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<tr>
<td>Extracurricular dissections</td>
<td>12693.48</td>
</tr>
<tr>
<td>Library</td>
<td>2605.94</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2323.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>24502.65</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7484.28</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>30858.77</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10932.30</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6705.25</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3255.87</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>135144.97</td>
</tr>
</tbody>
</table>

Balance carried forward | 47148.85 |

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Although small, Largs Public School ensures its students have the opportunity to experience and participate in a variety of activities within the school and the wider community.

Achievements

Arts
- Students K-6 participated in a variety of peer teaching activities to promote Book Week.
- All students received certificates for their successful completion of the Premier’s Reading Challenge.
- A school based Public Speaking competition selected children to participate in a Small Schools combined Public Speaking competition.
- During Term 4, students in Years 3-6 participated in weekly Interest Groups including painting a mural, establishing school gardens, artwork for the school foyer and establishment of a School Choir. These groups were all run by parents and community members.
- Students in K-2 participated in a variety of Christmas craft activities involving parent participation and guidance.
- Musica Viva performed twice at our school during the year, providing the children with hands-on experiences of music and instruments from other cultures.
- Parents helped students to design a banner for Star Struck and a ‘Star’ display for the local shopping centre.

Star Struck

Star Struck is an initiative that the whole school supports annually. The program provides Largs’ students with the opportunity to participate in four performances of this spectacular annual event at the Newcastle Entertainment Centre. Star Struck has been going for seventeen years and Largs Public School has had a group of sixteen students participate for the last sixteen! A commitment from students, parents and teachers is needed for this performance to take place. Parents are involved in transporting students to and from Newcastle for performances and rehearsals. In addition, parents prepare costumes and provide assistance with dressing students and caring for them at performances.

Sport

In the past year, students were given the opportunity to develop skills through specialised coaching in gymnastics, archery and cycling. This, combined with weekly tabloid and fitness activities, provided for a well-balanced fitness program.
Students attended the small schools’ swimming carnival, athletics carnival and cross-country trials. Eighteen children were selected from these events to participate at zone level.

Students K-6 participated in basketball and rugby league clinics.

A Joey League day developed relevant skills for all children K-6.

In Term Two all students participated in a range of planned athletic activities to prepare for our annual small schools’ carnival.

Sixteen children participated in the small schools’ soccer knockout competition, with another younger team also participating on the day.

**Excursions**

- This year, students in Years 3, 4, 5 and 6 travelled to Canberra for 3 days as part of their Civics and Citizenship program.
- Children in K-2 visited The Hunter Wetlands as part of their Mini-Beasts theme.
- A Small Schools’ Interaction Day was held at Iona PS involving a theatrical performance for Book Week.
- As part of the Herald’s ‘Newspapers in Schools’ competition, 14 children from the senior class visited the publishing company. One student winning a major prize for photography.

**Community Involvement**

Largs Public School enjoys positive partnerships with parents, extended families and members of the wider community.

- The annual family barbecue continues to be a successful, well-attended event.
- The majority of parents attended teacher information sessions where the teachers provided information about the forthcoming year.
- A local community member donated an interactive Panaboard, which she won in a competition, to the school.
- Parents attended parent-teacher interviews to discuss student achievement and progress.
- Parents regularly attended assemblies to celebrate student achievement, see students perform and their work displayed.
- Parents staffed the school canteen weekly.
- Parents accompanied students on excursions and transported them to sports carnivals, Star Struck rehearsals, soccer matches, performances and the like.
- Parents conducted activities for the school’s Term Four K-2 Visual Arts program.
- Parents helped in class activities by taking small groups in maths and reading, helping with computer lessons or listening to students read.
- Parents and community members ran small group Creative Arts workshops in the senior classrooms one afternoon per week.
- Volunteers continue to help with gardening, small group activities, individual learning needs, craft lessons and book covering.
- A breakfast for all volunteers, provided by staff and served by students, was well attended.

**Environmental**

- A grant from Coles and Yates was used to establish vegetable gardens. These gardens provided for fruit break and the school canteen.
- Children were active in many environmental activities including Clean Up Australia Day, Earth Day, Tree Day, recycling, establishing a compost bin and renewing gardens.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Percentages in bands are not shown due to less than ten children sitting the test.
Literacy – NAPLAN Year 3

Analysis of results in reading show sound results in all areas with strength in grammar and punctuation.

Numeracy – NAPLAN Year 3

Analysis of results in numeracy showed strengths in all areas, particularly numeracy and patterns and algebra.

Areas for development include 2D and 3D shape and multi-step problems.

Literacy – NAPLAN Year 5

Analysis of results showed greater strength in grammar and punctuation while all other areas were sound.

Numeracy – NAPLAN Year 5

Analysis of results showed some strengths and weaknesses in all areas. Development and revision is needed in all areas to maintain long term understanding.
Progress in literacy

Growth in writing was exceptional with all students achieving pleasing improvement.

Steady growth was demonstrated in grammar and punctuation, but development is needed with reading and spelling. (See Target 1)

Progress in numeracy

Steady growth was shown for number, patterns and algebra and numeracy, but further development is needed in the areas of data, measurement, space and geometry.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010 cannot be published due to the low number of children who sat for the test.**

School Based Assessment

**Literacy**

- Use of ‘Starting with Assessment’ material for Kindergarten and Year 1 identified areas for development to ensure all students were catered for in learning programs.
- Class and school assessments indicate steady improvement of student skills with the majority of students, 75%, achieving within stage levels.
- 78% of students are reading at or above recommended Reading Recovery levels.
- District support was accessed to assist a small number of students experiencing difficulty with literacy and numeracy.
- Benchmark testing, involving students reading books of increasing difficulty, is assessed twice a year until students are able to read fluently. Parents are informed of their child’s progress throughout the year.
- Students achieved 1 Distinction and 7 Credits in the University of NSW English and Spelling competitions.
Numeracy

- Class assessments demonstrated steady student progress in all mathematical areas.
- The results of Count Me In Too testing illustrated sound progress by most K-2 students.
- 30% of participants in the University of NSW Maths competition received Credit certificates.

Significant programs and initiatives

Aboriginal education

All students were educated about Aboriginal culture through a didgeridoo and dance performance and workshop by Budja Marrung.

Through various themes this year, senior children learnt about Aboriginal History and development of Aboriginal voting rights.

Multicultural education

A multicultural perspective is included in all key learning areas as is feasible. Through study of units of work in Human Society and Its Environment (HSIE) students develop an understanding of and tolerance for the diverse cultures in our society.

Senior classes studied different cultures through their focus on Australian Immigration.

Musica Viva activities demonstrated music and instruments from other cultures.

Respect and responsibility

Our school welfare program, based on Choice Theory, promotes adherence to taught values.

Stage Three children held a K-6 peer support day involving workshop activities based on the school values of respect, responsibility, honesty and safety. The development of and participation in these days will be a regular feature of our peer support program in order to enhance and promote our school values.

Technology

The school regards technology, particularly computer technology, as an integral part of student learning. Technology is utilised in many facets of the teaching and learning programs for all students in the school.

The school has one computer for every three students. These computers are based in classrooms and are utilized for most of the day.

All classes are set up with interactive whiteboards, one involving Connected Classrooms, where students and staff can access teaching and learning activities through on-screen interaction.

Local Management Group (LMG)

Our local LMG (6M) is comprised of Maitland High School and its eight partner primary schools; Bolwarra Public School, Hinton Public School, Iona Public School, Largs Public School, Metford Public School, Morpeth Public School, Mount Kanwary Public School and Tenambit Public School. This group meets after school hours at least once per term with representation from the respective principals, the School Education Director (SED), District Student Welfare Officer, District Guidance Officer, executive member of the Support Teacher Behaviour Team and any other relevant personnel pertinent to the agenda.

One of the major responsibilities of the LMG is decision making in the equitable distribution of LMG funds and personnel to support various curriculum, cultural, welfare and transition programs to all of its schools.

Whilst each school frequently chooses to utilise some of these funds for their own individual school targets, the majority of funds are usually spent on group initiatives/programs.

Some of the successful group programs that occurred in 2010 are:

Term 1 - School Based Information Sessions, run by high school leaders, to inform Stage 3 students and their parents of the High School and its transition program.

- Year 6 Gymnastic sessions at MHS.

Term 2 - Year 5 Science Workshops.

Term 3 - Year 5 Art/ Music/ Drama sessions.

Term 4 - Year 6 orientation visits to MHS.
In Term 3, a joint Drug Education Forum involving a variety of workshops at MHS was conducted. Year 6 students from all schools participated alongside a selection of Year 11 students who were trained as group facilitators, under the guidance of Mr Peter Henson, Personal Development, Health and Physical Education (PD/H/PE) Faculty MHS.

**Progress on 2010 targets**

**Target 1**  
**To improve Writing outcomes for all students**

Our achievements include:

- School NAPLAN results were above the state average for both Years 3 and 5.
- NAPLAN results showed student growth in writing far exceeded the state average.
- 70% of students achieved in the top 3 bands according to stage level in NAPLAN testing.

**Target 2**  
**To improve Numeracy outcomes for all students**

Our achievements include:

- School results in NAPLAN testing showed Year 3 one band above state average and Year 5 only slightly below average.
- 90% of students achieved in the top four bands according to stage level in NAPLAN testing.
- 90% of students achieving at or beyond national benchmark.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Planning and Creative and Practical Arts.

**Educational and management practice**

**Planning**

**Background**

Teachers, parents and senior students were surveyed based on questionnaires developed by the Department of Education and Training.

**Findings and conclusions**

- 100% of senior students believe teachers plan class activities that are interesting and appropriate and provide relevant resources to enhance their learning.
- 95% of parents agree that the school always or usually involves the P&C in its decision making processes and purchases appropriate resources to meet school planning needs.
- 95% of parents also agree that the main purpose of school planning is to improve student learning.
- 100% of teachers believe that the school uses a variety of feedback and evaluations to set school targets and priorities and that the main purpose of these targets is to improve student learning outcomes. They also agree that planning processes and allocation of resources are responsive to emerging needs.

**Future directions**

Continue to provide all students with relevant, well planned and well resourced learning activities.

Provide all parents with an informative handout outlining the school’s purpose, aims and targets.

**Curriculum**

**Creative and Practical Arts**

**Background**

Each year, one of the six key learning areas is selected for evaluation. In 2010 the area of Creative and Practical Arts (CAPA) was chosen.

Students, parents and staff were surveyed on knowledge and attitudes relating to CAPA in our school. Student performance was measured against syllabus outcomes.

**Findings and conclusions**

- 100% of students surveyed usually or always enjoy the variety of creative activities available at our school.
- 95% of parent surveys returned, believed that the school program caters for a variety of creative activities and are satisfied with the teaching/learning in this area.
• 100% of parents agree that they are always welcome to help with a range of creative activities.
• All teachers use the Creative and Practical Arts syllabus when planning lessons and use the school based scope and sequence to plan a variety of learning activities.

Future directions
To place greater emphasis on the teaching of Drama and Music Theory.
To establish a school based recorder group and choir. (See Target 3)
Continue to provide a range of interesting, varied activities for all students.

Other evaluations
Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
• 100% of responses returned, indicated that parents were happy with the current educational practices at our school and wanted us to keep implementing programs that we already have in place.
• Many replies commented on the great communication which takes place between school and home, well planned excursions and thematic days involving parents and the community and our ever improving landscape.
• Changes or improvements that parents would like included communication of specific class information, educational visits by emergency services, increased outdoor seating and further improvement of school grounds.
• Questions were raised about same sex captains, playground supervision, involvement of working parents, excursions, home/school communication and assembly improvements. All of which were addressed and discussed with the P&C.

Professional learning
The school’s major emphasis for professional learning in 2010 focused on supporting our annual school targets and Department of Education and Training priorities.

During the year, staff attended a variety of training and development activities. These included Gifted and Talented education, Best Start training, Musica Viva and OH&S.
Staff development days were used for whole school planning, policy review, upgrading first aid and CPR skills and networking with other staff of local small schools.

School development 2009 – 2011
The school plan 2009-11 was developed by staff in conjunction with feedback and discussion from the community. It was based on recognised needs of the school, testing data and the Department of Education and Training priorities.

Targets for 2011
Target 1
To Improve Spelling and Punctuation outcomes for all students.
Strategies to achieve this target include:
• Staff participation in professional learning.
• Use of a support teacher for students in need.
• Establishment of more structured lessons with greater focus on rules, revision and NAPLAN style editing.
• Weekly dictation lessons for senior students.
Our success will be measured by:
• Annual school testing to show an average improvement of 12 months for Years 2-6.
• 80% of students to achieve in the top three bands according to stage level in NAPLAN testing.
• Average school growth in NAPLAN to be above state level for Years 3-5 and 5-7.

Target 2
To improve Numeracy outcomes for all students.
Strategies to achieve this target include:
• Staff participation in professional training.
• Revision of current scope and sequence and teacher resources.
• Staff development in the use of computer programs to complement and enhance learning outcomes.
• Greater focus on revision, mentals and problem solving strategies.
• Purchase of appropriate resources and materials as needed.
• Greater encouragement of parent helpers.

Our success will be measured by:
• School results in NAPLAN testing for Years 3 and 5 at or above national average according to NAPLAN.
• Student growth from Years 3-5 and 5-7 at or above average national growth.
• 75% of students in the top 3 bands according to stage level.
• 100% of students achieving at or beyond national benchmark.

Target 3
To increase Creative and Performing Arts opportunities for all students.

Strategies to achieve this target include:
• Revision of current scope and sequence and teacher resources for Music and Drama.
• Greater focus on Music and Drama in class.
• Greater use of parent helpers, community members and specialized teachers.
• Lunchtime activities to allow all children the opportunity to participate.

Our success will be measured by:
• Formation of a school choir, recorder and drama groups.
• Presentations for parents and community members.
• Survey feedback from students and parents.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Sharon Palmer, Principal
Margaret Plain, Teacher
Pam McAlister, Teacher
Rachel Leary, Teacher
Lyn Bellamy, Teacher
Alysha Tully, Teacher
Rebecca England, P&C President
Paula Eaton, Parent
Annette Robertson, Community Member

School contact information
Largs Public School
1-5 Hunter St Largs
Ph: 49301494  Fax: 49301843
Email: largs-p.school@det.nsw.edu.au
Web: www.largs-p.schools.nsw.edu.au
School Code: 2374

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: