2008 Annual School Report
Largs Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
At the end of 2008 Largs Public School had an enrolment of 72 students, consisting of 42 girls, 30 boys and 47 families.
Attendance rates are equivalent to region and state averages.

Staff
Largs PS has ten 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 and local Performing Arts activities.
• 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 2008

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 – NAPLAN Year 5
100% of our students met National Benchmarks required.

Numeracy – NAPLAN Year 5
100% of our students met National Benchmarks required.

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 in continuous operation on the one site. 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 in our district. We have an exceptional rate of families who regularly participate in P&C meetings. The P&C Association help assist with many activities which our school is involved in and continue 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 and 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 canteen and transporting, supervising and supporting our children at various excursions, sport carnivals and creative arts performances.

A few examples of the manner in which the P&C Association has provided support and resources for Largs PS include thematic classroom reading programs, an interactive white board, white goods for our canteen and learning materials for all classes.

Families of our school regularly undertake fundraising activities including barbecues and stalls, cake and pie drives, chocolate drives, bus trips and raffles. We have participated in local community events such as the Largs Winter Ball whereby a donation was made to the P&C to help us obtain a new interactive white board. 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.

I would like to thank parents and community members who are associated with the Largs PS 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 leader of Largs PS I am proud to be a representative of such a great small school.

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

Through the fundraising efforts of Year Six, including our annual mini fete, we were able to purchase a digital photo frame, a mat with our Logo for the front office and a portable banner for the school.

We were also involved in raising money for various charities, including ‘Sparkle Day’ for cerebral palsy, ‘Footy Colours Day’ for cancer research and ‘Helicopter Hijinx’ for the local Westpac rescue helicopter.

My time at Largs PS in 2008 was busy and fulfilling and I look forward to visiting on many occasions.

William Cook

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

Of our school population, 55% are girls and 45% boys.

All children are from English speaking backgrounds.

10% of children are from Aboriginal descent.
2008 showed that, once again, student attendance is inline with state and region averages.

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>1-2</td>
<td>2</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>1-2</td>
<td>1</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>5</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>3</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>4</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>6</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>K-1</td>
<td>K</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>3</td>
<td>22</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 ensure that all required areas are covered and all mandatory outcomes are taught over the years without repetition.

Classes combine and are divided into vertical groupings, K-6, for a variety of planned thematic days, fitness programs, research activities, peer teaching exercises and Book Week activities.

The 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>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

Staff retention

100% of our teaching staff was retained in 2008. A suitably qualified casual teacher was chosen to teach the Stage One class program while one staff member was on extended sick leave.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94%.

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>60%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40%</td>
</tr>
</tbody>
</table>
Financial summary

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

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>68 525.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>56 949.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>31 063.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>39 813.00</td>
</tr>
<tr>
<td>Interest</td>
<td>3 501.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4 070.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td><strong>203 921.00</strong></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>13 346.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>11 000.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>10 228.00</td>
</tr>
<tr>
<td>Library</td>
<td>3 213.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>265.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>72 630.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>8 804.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>28 108.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9 172.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 615.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3 657.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td><strong>167 038.00</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: **36 883.00**

A full copy of the school’s 2008 financial statement is tabled at the Annual General Meeting of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

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
- All children are involved in the school’s Signing Choir.
- 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.
- Senior students participated in weekly Interest Groups including scrap booking, card making, wood work, drama, sewing, guitar lessons and cooking.
- 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. Both won major prizes.
- During Education Week students’ art work was displayed at a major 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 event at the Newcastle Entertainment Centre each year. Star Struck has been going for fifteen years and Largs Public School has had a group of sixteen students participate for the last fourteen! 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 specialized coaching in gymnastics. This, combined with weekly K-6 tabloid and fitness activities, provided for a well-balanced fitness program.
- Students attended the small schools’ swimming carnival, athletics carnival and cross-country trials. Eight children were selected from these events to participate at zone level.
- Students K-6 participated in a ‘Rugby League Blitz’ day and a Joey League day at school.
- Students in Years 3-6 were taught the skills of Archery by a qualified instructor.
- In term two all students participated in a range of planned athletic activities to prepare for our annual Small Schools Carnival.
- To coincide with the Olympics, all students were provided with pedometers to participate in a ‘Walk to Beijing’ program involving daily fitness.
• 16 senior children participated in the Small Schools’ Soccer Knockout competition, with another younger team also participating on the day.

Other
• Senior students participated in an interactive competition, ‘Murder Under The Microscope’
• All students K-6 participated in a Drug Education peer-teaching activity day. A well attended information morning was also arranged for parents.

Excursions
• This year, the 3.4.5.6 class travelled to Sydney for 3 days as part of their Australian History program.
• Children in K-2 travelled to Tocal Homestead to participate in a variety of ‘Olden Days’ workshops.
• A Small Schools’ Interaction Day was held at Iona PS incorporating a puppet performance of ‘Peter and the Wolf’.
• As part of the Herald’s ‘Newspapers in Schools’ competition, 14 children from the senior class visited the publishing company.
• In combination with our theme on the Environment, Years 3-6 visited the local Library.
• Visiting shows to our school included SMART Science, the Life Education Van and Storytellers.

Community Involvement
Largs Public School enjoys a close and positive partnership with the parents (and many Grandparents!) of its students.
• The annual family barbecue continues to be a successful, well-attended event.
• A majority of parents attended teacher information sessions where the teachers provided information about the forthcoming year.
• 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.
• The P&C funds were used to support technology and thematic based reading programs in our classrooms.
• 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 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 ran small group Creative Arts workshops in the senior classroom one afternoon per week.
• A Fathers’ Day breakfast was well attended by many Dads and Granddads.
• Volunteers continue to help with gardening, small group activities, individual learning needs, craft lessons and book covering.

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 the 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)

Literacy – NAPLAN Year 3

<table>
<thead>
<tr>
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<tbody>
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<td>1</td>
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<td>40</td>
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<tr>
<td>5</td>
<td>35</td>
<td>40</td>
<td>45</td>
</tr>
</tbody>
</table>

![Percentage of students in bands: Year 3 reading](chart.png)
Percentage of students in bands:
Year 3 writing

- Percentage in band
- School average 2005 - 2007
- State average 2008

Percentage of students in bands:
Year 3 numeracy

- Percentage in band
- School average 2005 - 2007
- State average 2008

Literacy – NAPLAN Year 5

Statistical analysis and comparison of school results to state data could not be performed for 2008 due to the small number of students in Year 5.

Percentage of students in bands:
Year 5 reading

- Percentage in band
- School average 2005 - 2007
- State average 2008

Percentage of students in bands:
Year 5 writing

- Percentage in band
- School average 2005 - 2007
- State average 2008

Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 numeracy

- Percentage in band
- School average 2005 - 2007
- State average 2008

Percentage of students in bands:
Year 5 writing

- Percentage in band
- School average 2005 - 2007
- State average 2008
Numeracy – NAPLAN Year 5
Statistical analysis and comparison of school results to state data could not be performed for 2008 due to the small number of students on Year 5.

**Percentage of students in bands:**

<table>
<thead>
<tr>
<th>Year 5 numeracy</th>
<th>Percentage in band</th>
<th>School average 2005 - 2007</th>
<th>State average 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>8</td>
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</tbody>
</table>

**Progress in literacy**

**Average progress in reading between Year 3 and Year 5**

<table>
<thead>
<tr>
<th>Progress</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>6.35</td>
<td>1.13</td>
</tr>
<tr>
<td>20</td>
<td>87.6</td>
<td>103.9</td>
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<tr>
<td>40</td>
<td>87.5</td>
<td>83.7</td>
</tr>
<tr>
<td>60</td>
<td>86.8</td>
<td>101.62</td>
</tr>
</tbody>
</table>

**Progress in numeracy**

**Average progress in numeracy between Year 3 and Year 5**

<table>
<thead>
<tr>
<th>Progress</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>23.05</td>
<td>69.6</td>
</tr>
<tr>
<td>20</td>
<td>79.47</td>
<td>77.5</td>
</tr>
<tr>
<td>40</td>
<td>80.4</td>
<td>71.2</td>
</tr>
</tbody>
</table>

**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 2008

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Year 3 students achieving at</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>and above minimum standard</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Year 5 students achieving at</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>and above minimum standard</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, 70%, achieving within stage levels.
- 85% 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. The district support teacher documented progress by these students.
- 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.
- 30% of participants in the University of NSW English competition received Credit certificates.

**Numeracy**
- Class assessments demonstrated steady student progress in all mathematical areas with a number of students working beyond stage expectations.
- The results of Count Me In Too testing illustrated sound progress by all students.
- 30% of students who participated, attained Merits in the Newcastle Permanent Maths Competition.

**Significant programs and initiatives**

**Aboriginal education**
In addition to the teaching of an Aboriginal perspective across all Key Learning Areas, students were educated about Aboriginal culture through the Term 3 theme on Australian History.
A visiting performance by ‘Thulli Dreaming’ educated the children about Aboriginal paintings, jewellery making, artefacts, bush foods and dance.

**Future Directions**
Continue to enhance knowledge of the Aboriginal Culture through further integrated teaching/learning activities and further development of the school Bush Tucker garden.

**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.
In terms three and four Australian History was studied, incorporating a focus on a multicultural background.
The DET calendar for cultural diversity was used in each classroom to promote the acceptance of the cultural, linguistic and religious diversity of Australia.
Students in Stages 2 and 3 participated in a class based Multicultural Perspectives Public Speaking Competition.

**Future Directions**
Continue to ensure that Multicultural perspectives are integrated into at least one HSIE topic per year.
Seek further opportunities to develop multicultural perspectives including basic words from a variety of languages.

**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 children developing school rules based around what they saw as the most important values for our school. As a result, the children have established four values based school rules.

**Future Directions**

Investigate ways in which these values can be further enhanced. Improvement of ‘Behaviour Reflection’ sheets to reflect these 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 four children. These computers are based in classrooms and are utilized for most of the day.

Through ‘Investing In Our Schools’ initiative the school purchased an interactive whiteboard for the senior classroom.

25% of students who sat for the UNSW computer skills competition received Distinction certificates and a further 50% received Credit certificates.

**Future Direction**

Purchase of another interactive whiteboard. Further training and development with associated programs.

**Local Management Group (LMG) 6M**

LMG 6M is comprised of Maitland High School (MHS) 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 have occurred in 2008 are:

- **Term 1** - a re-vamp of the Primary/High School transition program, resulting in; MHS visits to Year 6 and Year 6 Gymnastic sessions at MHS.
- **Term 2** - Year 5 Art/ Music/ Drama sessions at MHS.
- **Term 3** - Year 5 Science Workshops at MHS.
- **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, PD/H/PE Faculty MHS and Mr Warren Jones, Regional Drug Education Consultant.

A most rewarding and worthwhile initiative, resulting in the unanimous decision to organise another forum in 2009!

**Progress on 2008 targets**

**Target 1**

*Improved writing outcomes for all students*

Our achievements include:

- Development of a skills based learning continuum for all children K-6.
- Professional development of teachers in the implementation of explicit modelled and guided teaching practices.

**Target 2**

*Improved technology practices for all children*

Our achievements include:

- Development of a skills based learning continuum for all students K-6.
- Employment of a teacher part-time to explicitly teach small groups of students.
- Purchase of an interactive whiteboard for the senior classroom.
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 2008 our school carried out evaluations of LEARNING within our school and SCIENCE.

Educational and management practice

Learning

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

Findings and conclusions
• Teachers, parents and senior students feel that our classrooms are interesting places to learn and provide a balance between independent and group learning activities.
• Teachers, parents and senior students agree that a variety of resources are available to support learning and that students have the opportunity to try things that are new and different.
• All parents stated that teachers communicate to them about their child’s learning and agree that the school expects students to achieve to the best of their ability.

Future directions
Continue to improve ways to keep parents informed of what students are learning at school, how they are learning it and achievements made.

Curriculum

Science

Background
Each year, one of the six key learning areas is selected for evaluation. In 2008 the area of Science was chosen.

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

Findings and conclusions
• 90% of our students are at or above stage level according to class observations, assessments and work samples.
• Teachers felt confident teaching Science and indicated firm knowledge and understanding of the syllabus.
• Parent response to the survey indicated that they are informed of our term two Science theme and that they are satisfied with school teaching of this area. They stated that reports and portfolios give them a good indication of work covered and progress made.
• All students indicated they enjoy Science at school and believe the school provides for a variety of scientific activities.

Future directions
Continue to improve ways to keep parents informed of what children are learning at school in the area of Science.

Other evaluations

Parent, student, and teacher satisfaction

In 2008 the school sought the opinion 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 friendly staff.

Improvements mentioned involved the purchase of more interactive whiteboards, the need for more parent working bees and a greater focus on hand washing.

Concerns were also raised about future class structures and staffing.
Professional learning
The school's major emphasis for professional learning in 2008 focussed 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 Austswim training, Kinder Strategies, Quality Teaching, Jolly Phonics and an Autism workshop.

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 2009

Target 1
Improved Mathematics outcomes for all students
Strategies to achieve this target include:

• Greater use of planned, daily, mixed mental algorithms in Stage Two and Three classes.
• Revision and refinement of ‘Count-Me-In’ activities for Early Stage One and Stage One.
• Investigation of appropriate computer programs and websites to enhance syllabus requirements.
• Use of a Support Teacher for Learning Assistance for children in need.
• Greater focus on problem solving activities for all students.

Our success will be measured by:
The results of school based testing and NAPLAN testing.

Target 2
Improve Writing outcomes for all students
Strategies to achieve this target include:

• Implementation of ‘Accelerated Literacy’ strategies in the Stage Two and Three classes in conjunction with teacher training.
• Investigation and implementation of ‘Writing Circles’ in all classes.
• Investigation of appropriate computer programs and websites to enhance syllabus requirements.
• Use of a Support Teacher for Learning Assistance for children in need.
• Greater focus on monitoring modelled, guided and independent aspects of the Writing program.
• Working with Maitland HS to strengthen the area of Writing in the middle years of schooling.

Our success will be measured by:
The results of school based assessment, work samples, Accelerated Literacy feedback and NAPLAN results.

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.

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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: