2008 Annual School Report
Louth Public School

NSW Public Schools – Leading the way

‘Growth Through Knowledge’
Our school at a glance

Students
Louth Public School is an isolated rural school adjacent to the Darling River in north-western New South Wales. In 2008, there were seven students, ranging from Year One to Year Six.

Staff
Louth P.S. employed ten members of staff within the school at various times throughout the year. This takes into account the teaching staff, administration staff, teacher’s aides, cleaning and grounds staff.

Messages

Principal's message
The majority of the students who attend Louth Public School are from the Local community and a couple of students from nearby properties. The school has a supportive P&C providing assistance with excursion, catering and financial support.

2008 has been a successful year for Louth Public School. Improvement and confidence has been noted for each and every student academically, socially and across a wide range of sports while expressing excellence in citizenship and values. Students represented the school with a positive attitude and have proven their ability and maturity across various tasks.

I congratulate and thank all teaching and support staff on their commitment to the school and to each and every student’s quality learning experiences.

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.

Miss. Jennifer Turner
P&C message

The Louth P & C is a small yet active community group. The P & C, together with the Louth School hosted an Art and Craft Fair in August, successfully raising over $2000 for the Newcastle excursion. The P & C also assisted with the term four swimming camp by covering the accommodation expenses.

The Louth P & C has a good working relationship with the School Principal and staff.

We are always available to assist the students and school if the need arises.

Mrs Clare Sandford
P&C Treasurer

Student representative’s message

During 2008, Louth Public School has had some great opportunities to take part in a variety of activities.

In term one with Miss Wake, we had the beginning of the year swimming camp, attended the small schools swimming carnival and learnt a variety of colonial dances and songs.

After a few false starts, the school also received delivery of the new office building in March.

Term two started with welcoming Miss Turner as the new principal, the Small Schools’ Sports Day at Louth and the Fun Run, where we raised over $3000 for new sports equipment in less than three weeks.

Term three was a busy time for Louth Public School, starting with National Tree Day and planting of the Lone Pine in the school grounds. The school’s Art and Craft Fair, which successfully exhibited our Virtually Archibald portraits, raised a great amount of money to go towards our Newcastle trip. This Excursion with Wanaaring P.S., was an eye opening experience as we went swimming with the sharks, dolphin watching and saw a stage musical. Term three concluded with many events at our very own Trash Can Olympics.

In term four we went to Enngonia for their annual Technology Camp and saw ice-cream made from Liquid Nitrogen and to Toorale to see where the Warrego joins the Darling River. The school year and the Murray Darling unit was concluded with our performance of ‘A Darling Little Big Tale’

2008 Year Six students; Mark Fraser, Sophie Marrett, Jaymie-Lee McMaster and Kate Sandford
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

![Enrolments chart]

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>14</td>
</tr>
<tr>
<td>2005</td>
<td>12</td>
</tr>
<tr>
<td>2006</td>
<td>10</td>
</tr>
<tr>
<td>2007</td>
<td>8</td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
</tr>
</tbody>
</table>

Male and Female enrolment profile

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td>95.6</td>
<td>94.0</td>
<td>90.4</td>
<td>93.4</td>
</tr>
<tr>
<td>State</td>
<td>92.2</td>
<td>92.0</td>
<td>92.0</td>
<td>92.2</td>
</tr>
</tbody>
</table>

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>K-6</td>
<td>1</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

Structure of classes

Louth Public School is a one teacher school where all students are taught in one multi-age class.

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

Louth Public School staff remained stable in 2008.

<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>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Staff retention

Elizabeth Wake was the relieving principal in term one before Jennifer Turner was permanently appointed as principal to begin term Two.

Both the principal and the RFF teacher will continue their current positions for 2009.

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>100</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.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>91,385.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>38,240.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>20,568.89</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5,217.11</td>
</tr>
<tr>
<td>Interest</td>
<td>3,018.49</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,684.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>160,114.75</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>6,291.01</td>
</tr>
<tr>
<td>Excursions</td>
<td>319.64</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4,171.40</td>
</tr>
<tr>
<td>Library</td>
<td>4,199.09</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,496.34</td>
</tr>
<tr>
<td>Tied funds</td>
<td>87,465.14</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1,712.38</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>22,038.05</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,312.66</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5,780.71</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,684.70</td>
</tr>
<tr>
<td>Capital programs</td>
<td>873.51</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>140,344.63</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>19,770.12</strong></td>
</tr>
</tbody>
</table>

Commonwealth funding was paid out after the delivery, refurbishment and network connection of the new office building in March 2008.

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

School performance 2008

Achievements

Arts

Louth PS continues to provide quality programmes and superior opportunities for students through its Arts Programme which included bush dance, our second annual Art and Craft Fair, Virtually Archibald Portraiture unit and student exhibition, a marimba workshop, as well as the whole school end-of-year performance of ‘A Darling Little Big Tale’ that showcased student achievement.

Sport

2008 has been an outstanding year for sporting success at Louth P.S.. The school’s sport and physical education programmes derive from our strong belief that through maximising student participation and modelling excellence in sportsmanship and sports skills, our students will be provided with opportunities to develop the values, skills and attitudes that promote happy and healthy lifestyles.

Our success in this regard is measured by improved individual and team performance, assessed against the outcomes for the current NSW Physical Education syllabus.

We are extremely proud of student achievement in the following areas:

- Excellence in swimming, learning about water survival and rescue skills;
- Tremendous commitment and results in the 2008 Fun Run/ Cross Country;
- Students from Louth PS representing the school at regional swimming and athletics carnivals; and
- 100% attendance at the annual Small Schools Sport Camp.
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.

Literacy and Numeracy – NAPLAN Year 3 and Year 5

No students at Louth P.S. sat the Year Three NAPLAN Tests in 2008.

Only one student at Louth P.S. sat the Year 5 NAPLAN Tests. These results for this student were reported individually to parents. These reports were sent home to parents identifying areas of strength and aspects for improvement.

Significant programs and initiatives

The school ran a number of programmes to give the students extra educational support throughout 2008.

During 2008 considerable thought and effort was put into developing programmes that had real world meaning and enhancing the learning environment for all students while also taking the isolation of the school into account.

Multicultural Education

As 2008 was the year of the Beijing Olympic Games, Louth Public School had a term 3 unit focus on China. The students not only learnt about the country, culture and people of China, but also individually selected a second country of interest to research.

Throughout 2008 Louth Public School students have continued weekly Indonesian phone lessons. These CAP funded lessons continue to be enjoyed by all, while providing the unique opportunity to learn a second language to overcome the geographical distance.

Respect and responsibility

At Louth P.S., students show great pride in their school and their studies while showing polite and appropriate behaviour at all times.

Although the Louth P.S. enrolments were spread from stage 1 to stage 3 in 2008, the older students included and played appropriately with the younger students whenever possible.

All students welcomed and thanked any guests who visited our school appropriately with maturity and appreciation.

Country Areas Programme

The Country Area Programme (CAP) support Louth PS. This year we had the following support and programmes funded through CAP:

- Indonesian Language Lessons;
- Literacy Support;
- Marimba instruction and tuning
- Small schools Camp at Louth
- Enngonia Technology Camp
- New Castle Excursion.
Progress on 2008 targets

Our achievements include

Target 1

To Improve literacy standards for all Children.

Our achievements include:

- Employment of a teachers’ aid an extra two mornings a week ensured infants students were provided the support needed to instil essential early literacy skills at an early age. As a result, all K-2 students demonstrated improvement of over 15 Reading Recovery levels by the end of the school year.

- Improvement of student writing samples in formal assessment by embedding writing tasks into programmed HSIE/Science units eg: COGS. By doing so, students showed keen interest, a broader knowledge base of the topic and specific purpose for producing various different text types.

- Majority of students in Stage 3 showed an improvement of 9 months spelling age using the South Australian Spelling Assessment by the end of 2008.

Target 2

At least one unit per semester will have a major focus on Aboriginal education.

Our achievements include:

- Teaching of the Early Settlement unit with a clear focus on the disruption that was made to the way of life that the Aboriginal had lived for thousands of years before.

- Teaching of the COGS ‘Living River’ unit with a clear link to the Louth section of the Darling River, the surrounding tributaries, the wider catchment and local Aboriginal sites.

- Both above units encouraged students to compare, contrast and appreciate the differences in the lifestyle of the Aboriginal people and the Australian landscape before white settlement with the present day.

- Through the teaching of these units students showed clear respect and appreciation for the Aboriginal people and their sacred sites.

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 Library Administration and HSIE.

Educational and management practice

In 2008 the school evaluated Library Administration.

Background

Due to the arrival of the new building at Louth P.S, the school community had the task of relocating the Library and Administration area.

At the end of 2007 staff and parents vacated the Administration and Library from the old train carriage to the temporary location at the front of the school building.

After many delays due to rain, the new building arrived late March 2008. After the walls were painted, the shelves arrived and a major restructuring, boxes started to be unpacked.

For the next twelve months staff and parents moved the administration and teacher resources into the new building and library onto the new shelves into the front of the original school building.

Findings and conclusions

- Teaching principal has an office for the use of preparation, privacy and meetings.

- Administration staff has a professional working area close to principal’s office, photocopier, filing and fax machine.

- All staff has access to a clear preparation and programming area close to teacher resources.

- The Library is close to the classroom enabling students and teachers to access readers and texts without disruption to the class.

- Older, duplicates and rarely borrowed books were removed off the library system and donated to the local PCYC.

- Library books are clearly grouped into Non-Fiction, Junior and Senior Fiction. Within each section books are colour coded for ease of filing.

- This would not have been possible without the parents and community being so helpful and supportive to the staff during this time.

Future directions

This library restructure is to be completed in early 2009. After this, teacher resources are to be prioritised and rearranged to ensure relevance enabling current resources to be easily located and only necessary resources are purchased in the future.

Due to the immense time, effort and resources needed for this restructure, parents strongly urge for this new Library system not to be changed again in the near future.
Curriculum
In 2008 the school evaluated HSIE.

Background
The Louth P.S. community is actively involved in the running of the school. Through the implementation of locally relevant HSIE programs enabled opportunities for local identities to come and share their knowledge with the students of the school. In 2008, Louth P.S. programmed a K-6 ‘Living River’ COGS unit with a focus on the Murray Darling Basin.

Findings and conclusions
- Students became more aware of the local Darling River and the nearby tributaries. Having such a close link to the students’ and communities lives, this unit was studied at great depth and interest.
- Programming across KLAs enabled more student depth of understanding and knowledge, while continuing to keep students interest through out the unit.
- Through collaboration between teaching staff, team teaching the unit over different days of the week enabled individual teacher strengths were used effectively.
- Set tasks enabled opportunity for further extension or revision of the unit according to the needs of the students.

Future directions
Louth P.S. plans to implement COGS units in the future across a variety of different areas while continuing to link the units back to the local Louth region and the students way of life.

Parent, student, and teacher satisfaction
In 2007 the school sought the opinions of parents, students and teachers about the school. Communication was sought in formal P & C meetings, informal meetings and via regular school newsletters.
This consistent communication has allowed all members of the community a chance to be involved with the ongoing running of the school.

Professional learning
Staff professional learning is highly valued and is of great importance in the ongoing development of our staff. All staff had a range of opportunities to participate in school-based training, regional projects and other valuable courses throughout the year.

School development 2009 – 2011

Targets for 2009

Target 1
All students to increase numeracy level by at least two levels based on the Bourke GOS Maths Assessment Results
Strategies to achieve this target include:
- Continue to program a balance of ‘on and off’ computer task work supported by the bookwork and Numeracy Alive games.
- Implement rotation of Maths activities enabling separate sessions for each stage while linking strand focus.
- Organise Numeracy Alive resources in a user friendly manner for both staff and students.
- Subscribe to Mathletics Internet program
- Provide clear opportunities for student extension and consolidation of Maths concepts.

Our success will be measured by:
- The students results from the Bourke GOS Numeracy Alive Maths Assessment

Target 2
Independent writing skills improve by 20% as demonstrated on writing tasks conducted each term.
Strategies to achieve this target include:
- Teaching Principal to be trained in ‘Reading to Learn’ as part of Phase 4 of the Bourke GoS R2L Project.
- Implement the R2L learning cycles into the 2-6 program with the focus on independence.
- Teaching Principal to attend the ‘National Reading to Learn’ Conference in Dubbo.
- Implement Jolly Phonics and Jolly Grammar into the K-2 weekly spelling and grammar teaching program.
- Implement separate R2L sessions for each stage while linking text type focus.

Our success will be measured by:
- Comparison of student writing samples collected at the beginning and the end of the 2009 school year.
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.

Miss. Jennifer Turner Principal
Mrs. Annabel Strachan S.A.M.
Mrs. Deborah Neilson R.F.F. Teacher
Mrs. Clare Sandford P & C

School contact information

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School Code: 3594

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: