Students from the Stage 1-2 class showing their works of art during one of the many assemblies held regularly throughout the year. The artworks were the finished product following visits from an artist who took the children through a multitude of experiences to create some of the most vibrant and creative artwork to be seen in a long time.

Larnook students have regular input from a variety of sources other than the classroom teacher. Here we have students from the Stage 2-3 class having their picture taken with two Rugby League Representatives after a Skills Training Session on our top oval.
Our school at a glance

Students
Larnook students primarily come from the local area with several students travelling from Lismore each day to attend the school. Within the local area the students come from a range of backgrounds and environments, including three multiple occupancies, all set in a beautiful rural environment. They bring to the school a beautiful range of experiences and ways of interacting with our world.

Staff
The staff at Larnook are diligent and committed to catering for and meeting the educational and welfare needs of the individual students.

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

Significant programs and initiatives
Priority Schools Program (PSP) Program
Participation in this program has been, and continues to be a vital part of the whole school's organisation and the students learning program. It also provides opportunities to enhance the school's image in the wider community by allowing the school the opportunity to participate in the production of the community newspaper.

Within the school's structure the PSP funding allows the timetabling of specific small group or individual learning times within the numeracy and literacy areas. All students who were involved in the program showed progress in their identified areas of need. The confidence in all students grew and they were positive in the undertaking of any work. Parent feedback was also positive.

The program has also allowed the school to continue in the community based newsletter/newspaper. This year saw the amalgamation of our Valley News with a newsletter from the Barkersvale area. This has resulted in our school working closer with the Barkersvale School. Next year will see the program continued again incorporating the wider community.

Principal's message
2008 was a busy year with some unavoidable interruptions along the way. The school and all involved pulled together and made the year a successful if not a very busy one, especially towards the end of the year.

The focal point of the school is the welfare and educational growth of the children and to this end I believe we again achieved our purpose. The caring nature of the staff towards the children was appreciated by the students and commented favourably upon by the parents.

Parental involvement increased from 2007 with increasing numbers attending P&C meetings and being involved in the school programs some of which were initiated by the parents themselves. There are still many opportunities for more parents to be involved and these will be promoted even further next year.

An exciting development has been the involvement of our school in the Big Scrub learning environment. Even though this is still in its infancy, the prospects for the future look very bright indeed. Involvement will increase the students experiences and will certainly open up many staff development opportunities as well. I, along with the staff and students, look forward to next year and the furthering of interaction opportunities with all the schools within our learning community.

This report aims to give a brief overview of student progress and achievements as well as programs run throughout the year. It is not exhaustive as so much happens in a year that can't be all reported.

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.

Stephen Clough

P&C President's message
Larnook Public School P & C (LPSP&C) had a good year in 2008. We were lucky enough to have a dedicated core group and helpers who joined together to raise money through a variety of activities including BBQs and raffles.

It is always difficult to raise money within our community but these activities have allowed us to help out with such things as attending excursions such as Canberra, purchasing equipment and keeping the school well resourced.

The parent body participated in the many school activities around the school including the many assemblies, the school concert and special assemblies like the Easter assembly. All are a great way of bringing parents together in a social way.

Parents also helped out with many of the school activities including clubs afternoon, sporting events and carnivals.

It is hoped that in 2009 there will be a continuing building of a strong partnership between the parent body and the school which has been a feature of our school.

Sharon Jones, P & C President.
Student representative’s message
My last year at Larnook primary school

Last year 2008 was a busy year at Larnook school. Following is a description of some events and activities Larnook students participated in.

Mini Olympics. Students were split up into six groups based on student’s country background. There were the Netherlands, Russians, Australians, Germans, English and Taiwanese. The teams had time to paint their country’s flag and organise what everyone was going to wear. On the day, the teams were assembled with their flag and marched around chanting their chants. The teams then competed in various activities like long jump, shot-put with a water balloon, discus, paper plane throwing and other obstacle courses. When a student came first, second or third they were given a gold, silver or bronze medal. At the end of the day all the points were calculated. The Netherlands came first and the Russians came second.

Stream Watch. In April Larnook held our biannual stream watch where the whole school went down to check on the condition of Hanging Rock creek which runs behind our school. First the senior class climbed through the fence in our old clothes and gumboots and crossed the thistle infested paddock to the creek. We crossed it and trudged on until we reached a nice stretch were we worked in groups to collect bugs and creepy crawlies in our established area. The groups collected as many bugs as they could before Mr C told us to count how many bugs and what sort of bugs we had found. After we had done that we packed up and headed up the bank and back to school ready for lunch.

Cross Country. On the 8th of April Larnook had our annual cross country around the school. The juveniles had to run 2 laps, the juniors had to run 4 laps and the seniors had to run 6 laps of the school grounds. The juvenile girls started the day with a very tough race but in the end Sveva came out on top with Hannah close behind and Maja coming in third. Next the juvenile boys had their event with Ronan first and Bindu second. The juniors who had to run 4 laps had their race which Sky won for the girls, Simone coming second and Alana third. Quinn came to the top with Andrew and Nicholas right behind in the boys. The seniors were next in their tiresome 6 lap run. Elyssea strode confidently to first place, Laura finished second and Ginger third. James won the senior boys with Hilke right on his tail and Oska coming in third.

School Disco. In was on the 20th of June when Larnook held our school disco with a pyjama theme. People arrived to help out set up and we made a gold coin donation to get in. When everyone had arrived we did a few dances and had a break. There were chips and soft drinks to buy. The teachers got everyone back inside and we played some games. After all that it was time to leave. Everyone said goodbye and we all headed off home very tired.

Wacky Hair Day. Wacky hair day is a tradition at Larnook where everyone makes their hair mad looking. Last year students sprayed their hair different colours and tied it in many strange ways. Some people put things in their hair and also used wire to make their hair stick up. The money the school had gained from the students that participated went to a fund raiser.

School Concert. Near the end of the year Larnook held our school concert. We also had a few other performances as well as the play. First we had a whole school skipping routine. The year 6 students had their own group of all ages that they organised into a routine with skipping tricks like crossovers and linked skipping. After the skipping we had other little skits that students put together and we had the recorder groups play their solos and duets. Finally we had for the first time in a few years a combined play called the Piped Piper. Everyone enjoyed themselves and the play.
Canberra Excursion. The year 5 and 6 students went on an interschool trip with several other schools to Canberra and Sydney. First we had a long, long bus trip down to Canberra. We left in the afternoon and arrived just in time for breakfast. Then we got changed into our excursion shirts and hopped back on the bus for a busy week of sightseeing and exciting experiences such as Questacon, Parliament House and the War Memorial on Anzac Day where we saw Kevin Rudd.

Talent and Presentation Night. Larnook had a talent and presentation night where we organised for parents and students who had a talent or if they wanted to share anything with the audience. We had recorder players play and Simone on the keyboard, Vanessa Ekins read a story, Lilly Farlow on roller boller, Ajita read some poetry, Angela and Elyssea sang a song and teachers presented all kinds of awards to the students.

At the end of the year the school honours its year 6 students with a farewell dinner and dance with lots of speeches. It was a great way to say farewell. Thanks to everyone for making it such a great year. Thanks to Larnook for all the great memories.

James Smykowsky

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

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>25</td>
<td>24</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>15</td>
<td>20</td>
<td>21</td>
<td>25</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 Monday 26 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/1/2</td>
<td>K</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>4</td>
<td>19</td>
</tr>
</tbody>
</table>

Look at numbers because we had the K-3 3-6

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>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td>2.336</td>
</tr>
<tr>
<td><strong>Total Non-Teacher Entitlement</strong></td>
<td>0.896</td>
</tr>
</tbody>
</table>

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>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>107 529.85</td>
</tr>
<tr>
<td>Global funds</td>
<td>46 766.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>32 509.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4 984.14</td>
</tr>
<tr>
<td>Interest</td>
<td>7 186.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 965.69</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>204 941.46</td>
</tr>
</tbody>
</table>

| Expenditure               |            |
| Teaching & learning       |            |
| Key learning areas        | 11 227.66  |
| Excursions                | 3 895.19   |
| Extracurricular dissections| 3 467.40   |
| Library                   | 2 016.03   |
| Training & development    | 15.00      |
| Tied funds                | 42 307.72  |
| Casual relief teachers    | 5 556.23   |
| Administration & office   | 20 735.36  |
| School-operated canteen   | 0.00       |
| Utilities                 | 4 652.96   |
| Maintenance               | 9 787.56   |
| Trust accounts            | 6 072.69   |
| Capital programs          | 550.18     |
| **Total expenditure**     | 110 283.98 |
| **Balance carried forward**| 94 657.48  |

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

The school provides opportunities in a non threatening way for students to experience success in the Creative and Performing Arts area. The school has continued to place an emphasis on the arts through a variety of ways. Highlights for 2008 include:

- Participation in the Byron Bay writer’s festival.
- Students participating in the small schools choir which sang at the Lismore Performing Arts Festival.
• Students participating in recorder groups co-ordinated by one of the parents. They went on to perform at school concert and presentation nights. They also made regular appearances at the weekly assemblies.

• Students participated in a specialist’s art session. They produced magnificent pieces of artwork.

• Students artwork displayed in a small schools art display as well as part of the Lismore District Office.

• Year 6 students made their own year movie. They were also involved in the editing process of the 2008 Year movie.

• Participation in the Musica Viva program.

• All students participated in the annual school concert, as well as some students performing individual items for parent’s enjoyment. An innovation this year was the incorporation of Larnook’s Got Talent night and several students performed during the night.

**Sport**

Daily P.E. sessions were conducted throughout the year and all students participated. Year 6 students were encouraged to take an active role in the sessions by being group leaders. They took on the role with exceptional skill, leading the students by example as well as encouraging and motivating all students. During the year they were also given opportunities to plan and organise daily P.E. sessions.

Along with Daily P.E. all students

• Participated in the Blakebrook District PSSA carnivals including Swimming, Cross Country and Athletics.

• Participated in our schools Cross Country and Athletics Carnivals.

• Participated in the Intensive swimming program

• Participated in a Rugby League promotional and development day.

Some students were given the opportunity to participate in

• Trials for the small school knockout teams of Soccer and Softball with several being successful.

• A team in the local softball competition.

All students were also involved in the Larnook 2008 Mini Olympics which were a lot of fun involving many different and weird games and skills throughout the day.

Out of school many students are involved in a variety of sporting activities including, dance, soccer, cricket and gymnastics.

**Academic**

In the NAPLAN Testing procedures, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 5 (highest for Year 3) or Skill Band 6 (highest for Year 5).

**Literacy – NAPLAN Year 3**

In 2008, 1 student sat for the NAPLAN tests in Literacy. Results are unable to be reported here as the small sample will identify an individual student.

**Literacy – NAPLAN Year 5**

In 2008, 7 students sat for the Basic Skills Test in Literacy.

The average mark for Larnook students in Year 5 Literacy was 472.2, compared to a Like School Group mark of 491.5 and a State mark of 498.25.

The results indicate a performance well below the State and LSG in the area of spelling. This resulted in a low average mark in overall literacy.

**NAPLAN progress in literacy**

<table>
<thead>
<tr>
<th>NAPLAN AREA</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>477.0</td>
<td>486.3</td>
<td>427.9</td>
<td>497.6</td>
</tr>
<tr>
<td>LSG</td>
<td>489.8</td>
<td>484.8</td>
<td>483.8</td>
<td>498.6</td>
</tr>
<tr>
<td>State</td>
<td>494.4</td>
<td>495.5</td>
<td>498.5</td>
<td>504.5</td>
</tr>
</tbody>
</table>

**Numeracy – BST Year 3**

In 2008, 1 student sat for the NAPLAN tests in Numeracy. Results are unable to be reported here as the small sample will identify an individual student.

The student did perform very well and was placed in band 5.

**Numeracy – BST Year 5**

In 2008, 6 students sat for the Basic Skills Test in Numeracy. There was 1 student in band 4, 2 students in band 5, 2 students in band 6 and 1 student in band 7.
The average mark for Larnook students in Year 5 Numeracy was 479.2, compared to a Like School Group mark of 476.2 and a State mark of 489.1.

### BST progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>52.8</td>
<td>105.9</td>
<td>68.7</td>
</tr>
<tr>
<td>LSG</td>
<td>85.4</td>
<td>77.7</td>
<td>73.3</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>

### National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 3 and the Year 5 NAPLAN is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

#### Percentage of Year 3 students in our school achieving benchmarks in 2008.

<table>
<thead>
<tr>
<th></th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Percentage of Year 5 students in our school achieving benchmarks in 2008.

<table>
<thead>
<tr>
<th></th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>71</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal Education

It is important to integrate a sound and positive understanding and appreciation of the Aboriginal culture and beliefs into all aspects of the learning programs. At Larnook, this is done through literature, adapting of stories, HSIE units of work and drama, especially performances. From this positive understanding comes respect for the cultures and the people.

#### Multicultural Education

Multiculturalism is approached in similar fashion to Aboriginal Education. Many activities are organised throughout the year where students are given the opportunity to experience the different cultures. These days include Harmony Day activities, living skills opportunities and specific teaching of units of work which look at different cultures, their lifestyles and food.

#### Respect and Responsibility

At Larnook, all students are encouraged to respect others and understand and appreciate differences within people. Our welfare system encourages and rewards children who do the right things while also encouraging children to take responsibility and accept consequences for their own actions and behaviours. It also encourages families to be involved in recognising and rewarding good behaviour at home, establishing the links between home and school. We believe the message we are giving to children and families is that tolerance and compassion are virtues to build a life upon.

#### Newspapers In Education

The school was again involved in this worthwhile program. Articles were written for the newspaper as well as contributions throughout the year to the Kids pages. The students enjoy looking at and seeing their own writing in the newspaper. For a small school with limited areas to publish writing it is an excellent resource.

#### Priority Schools Program (PSP)

The PSP program plays an integral part in the structure of our school through financial and additional staffing allocation, This allows the school to develop programs based on the individual or small groups to help those children identified as being at risk or needing help to improve their skills in Literacy or Numeracy.

This year’s timetable was extended to three sessions throughout the week. Two teachers worked together closely to gain continuity of the program and the results were pleasing. A first for this year was the Even Start Program and it was run along with the Support Learning Program. The focus in the program this year was on the individual. From the results this proved to be beneficial. As in previous years, the main focus areas were in Literacy and Numeracy. In the literacy area, spelling, writing and reading were identified as particular individual areas of need.

100% of all children who have been involved in...
the program on an individual or small group basis have improved their skills in the identified area of need.

In Numeracy, a focus was given to basic operations and number fact recall.

The community newsletter was integrated in another local newsletter and the results were well received from both communities. It has also created a link with a neighbouring school that hasn’t been there for a number of years. Plans for 2009 indicate a willingness from all involved parties to continue and to further develop the current format.

Progress on 2008 targets

Target 1
To enhance Quality Teaching through an increased focus on Technology

Our success was measured by:

- A Draft Whole school Technology scope and sequence set up for all stages
- Technology played a greater part in all Key Learning Areas through the increased use of technology incorporated lessons.
- Increased skills and confidence of students and teachers in all types of learning situations. There was an increase in the use of the data projector for instruction purposes.
- An increase in the typing skills of all students. Students were much faster in typing up written work that was to be recorded and saved on the computer.
- All students were confident in the process of saving and getting saved stories or work.
- All students developed greater competencies in the use of Microsoft XP Professional Program including word, power point, spreadsheets and Publisher.

Target 2
To improve all students literacy and numeracy levels through Quality Teaching practices

Our success was measured by:

- Improvements and measurable progress in all individual students including those who participated in the individualised STL program
- Regular staff meeting time devoted to quality discussions on current good teaching practices and student monitoring. Time was also devoted when Infants teachers met in their professional development forum.
- The specific teaching of writing while focusing on text structure and conventions such as grammar, punctuation and spelling saw a significant improvement in student writing skills and confidence.
- Assessment of current maths resources and programs took place in each classroom and this led to further discussion on the whole school program. This will be further investigated next year.

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 on the effectiveness of current school communication practices.

Educational and management practice

School Communication

Background

As the manager of the school, I realise the importance of effective communication methods in maintaining good relationships within the school and wider communities. In last years evaluation there were a couple of comments that indicated that we should perhaps look at our communication methods within and outside the school.

Information was gained through several ways including looking at other schools communication methods, talking to individual parents and community members and being involved in the promoting out schools program.

A fellow colleague conducted an audit of the school, the grounds and feedback was gained on a “newcomers” first impression of our school.

Findings and conclusions

On comparing our newsletter with others from our community of schools, we found that we had one that compared very favourably with others. We had upcoming events, a term planner, good weekly news as well as promoting upcoming events. The layout needed some minor changes. We found that we could do with a little less clip art at times.

One section that we thought could be added was a class section that would inform parents of the work being undertaken in each classroom. The feedback in regards this has been very favourable. In the stage 2-3 classroom quite a few parents have commented on how it is much
easier to keep up to date with when projects are due etc.

During the year, we changed the return of permission notes to a different colour to help with the return. We found that this helped immensely.

We also tried on a couple of occasions to add student work. This we found was hard to consistently include as time restraints as well as space were often factors in determining whether work was in or out.

We also looked at our involvement in the local newsletter. From meetings conducted between the local community groups we decided to expand the distribution to include the previous local newsletter the Hanging Rock Howler. It was also seen as a great way to show the wider community that schools in the area, including the Steiner School at Rainbow Ridge

From the visit by a colleague towards the end of the year it was found that the first impression our school made could be improved. These ideas will be looked at being implemented or introduced during 2009.

**Future directions**

In 2009, we will continue to implement the changes to our newsletter as well as including a more regular section devoted to the promoting of student work.

The school will also be promoted in the wider community by being one of the main organisations involved in the production of the Range to Range. Efforts will be made to increase each school’s participation in the production of each issue in a non competitive manner. The idea being that the three schools are seen to be working together in its production.

The ideas in regard improving first impressions and ground improvements will be incorporated into the planning process for school maintenance in 2009.

**Curriculum**

**English**

**Focus on Spelling**

**Background**

Spelling continues to be an issue in the school. The program that was implemented into the school in 2007 needed to be monitored to determine the effectiveness of it on an individual basis as well as from a continuity point of view between the two classes.

**Findings and conclusions**

The program took a bit of time for the children to get used to in terms of program layout. Once they were used to the structure they enjoyed the activities and they could discuss each sound using some of the technical language.

The common sounds each week made for explicit teaching. There was a commonality between the two classes. The stage 1 class still incorporated theme words into the lists. This did create some confusion at times. It was seen as being different to the main and in some cases the words were pretty difficult and much harder than the next level of words.

It was found that the more competent spellers maintained their skills and abilities. The confidence level of all students increased with a greater have a go approach. Another noticeable improvement was in the spelling approximations from all levels of spellers.

Towards the end of the year it was found that the program diversified a bit and the effectiveness was lost in that the classes were looking at different sounds.

**Future directions**

The spelling program will continue to be assessed over the next few years. Data will be collected to indicate whether the program is effective.

A modification to the program will be implemented in 2009 with the words lists broken up for lists 1 and 2.

It was also deemed more appropriate if both classes could work on a given sound/s each week. This would make the teaching more explicit. It would also make it easier for families who have children in both classes.

To advertise and to promote parent help, the sound being worked on will be included in each weekly newsletter.

**Professional learning**

During 2008, the staff participated in a range of professional learning activities that included quality teaching, IT inservice courses, Numeracy and Literacy courses. One staff member attended an STL course which proved very beneficial.

The staff continued to be involved with the Big Scrub network of schools. It was seen as a worthwhile initiative. The principals continued to meet as did the infants teachers.

The infants teachers found this to be a very rewarding forum in which to investigate and work together on common problems and concerns and professional learning activities. They supported each other and used department consultants to help in their professional development.
School development 2006 – 2008

Targets for 2009

Target 1

To incorporate the use of Technology into the teaching of Literacy and Numeracy in the classroom.

Strategies to achieve this target include:

- Develop a whole school Technology program incorporating a scope and sequence of skills and understandings across the stages
- Ensure all staff have the opportunity to develop their own skills and also have access to quality professional development activities
- Utilise the services and expertise of departmental staff
- Use the staff meetings as a skills updating opportunity
- Source appropriate software and personnel to drive our program
- More integration of technology in the classroom moving towards utilisation of whiteboards into the classrooms or at least formalising a future plan for whiteboard use

Our success will be measured by:

- Whole school Technology scope and sequence set up for all stages
- Technology playing a greater part in all Key Learning Areas through integrated use
- Skills of students and teachers enhanced and confidence developed.

Target 2

To improve all students literacy and numeracy levels through Quality Teaching practices

Strategies to achieve this target include:

- Provide opportunities for continued staff training and development in the Quality Teaching Area
- Identify current good teaching practices and areas that need improving in both literacy and numeracy
- Be specific with the teaching of writing while focusing on text structure and conventions such as grammar, punctuation and spelling
- Evaluate current numeracy teaching programs
- Assessment of current reading resources in each classroom
- Assessment of current maths resources in each classroom
- Use Quality Teaching Tools to increase student's levels and responsibility for quality work

Our success will be measured by:

- Improvements and measurable progress in all individual students
- Improvements in all student results for those students participating in the National Assessment Program
- The development of sound Quality Teaching practices reflected in both teaching and learning
- Staff taking opportunities for training and development and making and incorporating change in the classroom

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: