

Palinyewah Public School

Annual Report



2016



3912

Introduction

The Annual Report for 2016 is provided to the community of **Palinyewah Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Debbie Francis

Principal

School contact details

Palinyewah Public School

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Message from the Principal

Congratulations to all of the students on their achievements in 2016. Each one has made progress on their learning journey, being involved in a wide variety of quality learning experiences both inside and outside the classroom. Elements of the Futures Focused Learning Initiative were introduced to the classroom with staff and students learning together.

2016 saw a number of staffing changes at Palinyewah Public School with the retirement of long time School Administration Manager, Kay Strachan, followed later in the year with the appointment of Kate Witte as our new SAM. Sincere thanks to Jann Lawrence who took on the role of Relieving Principal for Terms 1 and 2, and to Di Lovell who was relieving as SAM.

I am privileged to be the newly appointed Principal at Palinyewah Public School. I am looking forward to working collaboratively with the dedicated staff, committed and involved parents and school community to continue the focus on providing high quality educational opportunities to all students.

Palinyewah Public School appreciates the wonderful support received from parents and the wider community. It is very much a collaborative effort enhancing the learning and the wellbeing of our students.

Debbie Francis

School background

School vision statement

We are committed to nurture and challenge students' intellectual and imaginative capabilities in a progressive and diverse learning community that is dedicated to delivering quality education.

We care for students with genuine respect, enlightened discipline and sensitivity. Student wellbeing is important and every student is valued and provided a safe, supportive and respectful environment in which to grow and develop.

We strive to maximise student potential and prepare students for future learning and beyond where they are empowered to contribute to society with fairness, tolerance, integrity and knowledge.

School context

Palinyewah Public School is a small rural school located on the Darling river, forty five kilometres north of Wentworth. Mildura is our closest large centre which is located seventy kilometres from the school. Palinyewah Public School services the surrounding farming community located to the north of the school location.

Palinyewah Public School is classified as a P6 school with one teaching Principal and various part time support staff and teacher. The school has one multi-stage class, supporting eleven students.

Providing quality educational experiences in a small rural setting is a priority, where meeting the individual learning needs of students is paramount.

Strong community relationships are an important aspect of the school with a high level of community consultation and involvement. The school culture is positive with students and parents alike taking great pride in their school.

Our school community values education and enjoys regular parent contact and feedback.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of Learning, our focus has been on wellbeing and learning. Time was initially taken for the new principal to assess the current levels of student ability, with specific areas then being targeted for skill development. Assisting students to develop their abilities in writing has been one specific focus. Developing and furthering positive relationships among students and staff has supported and promoted student wellbeing and engagement. Teachers proficiently differentiate their delivery of the curriculum to meet the needs of students.

Teaching

In the domain of Teaching, our focus has been on quality, effective classroom practice and meeting professional standards. Staff regularly reviewed and revised teaching and learning programs. Previous learning content was reviewed and teachers ensured their classes were well managed and students were productively engaged in learning. One aspect of this process involved improving teacher skills in utilising technology as part of the Futures Focused Learning initiative. Staff have participated in professional learning events involving schools across the Sunraysia area, as well as refining skills onsite with the assistance of a specialist teacher.

Leading

In the domain of Leading, the focus has been on building the skills of the new principal through attending the Principal Induction Conference and commencing the Leadership Credential. The principal endeavoured to increase consultation across the school with much discussion relating to past practises of the school and gauging possible future directions. As

part of this process, students, staff and parents were encouraged to participate in developing the Home Learning policy.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

High Expectations, Quality Learning

Purpose

To provide a high standard of education, with a holistic focus by delivering excellent and progressive teaching and learning opportunities for all students that inspire personal growth and achievement.

Overall summary of progress

Scope and sequence documents are being developed to provide a developmental pathway for student learning. A review process of many school resources has been undertaken to assist staff in being able to readily access current materials. Students were assessed using a variety of methods, and the resulting data used to target specific areas for further developing student skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school has an explicit, coherent and sequenced policy for curriculum delivery and assessment and reporting focusing on improving outcomes for students.	All students have made some progress, further development of skills needed. This will continue to be a priority in 2017 with different resources being utilised.	
All students achieving their negotiated personal learning goals	Students focused on goals in the area of writing. Levels of improvement varied across the cohort. All students produced more detailed content.	

Next Steps

- Support students to identify learning goals by using 'I can' statements aligned with the markers in the literacy and numeracy continuum.
- Review current programs to reflect on the suitability for the educational needs of the students, whilst considering alternative resources or approaches to engage the students.
- Encourage parental involvement in the development of personalised learning goals through three-way conferencing.



Strategic Direction 2

Quality Teaching, Building Capacity

Purpose

To provide excellent teachers who are committed to identifying, understanding and implementing quality teaching programs with an emphasis on evidence based teaching strategies. To promote a school culture where continued improvement and excellence are valued and supported.

Overall summary of progress

Collaborating with other school learning communities has enabled staff to undertake a variety of professional learning opportunities to assist in enhancing and delivering quality teaching experiences. A specific focus has been on Futures Learning, and ways in which the technology at Palinyewah can be utilised to further progress each student's learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff use assessment and reporting processes to reflect learning.	A variety of assessment process were undertaken throughout the year. Information gathered has assisted staff in refining the teaching and learning programs. The results of these assessments will result in a few resource changes in 2017.	
Staff demonstrate ongoing growth against Professional Standards for Teachers and Principals aligned to the Performance and Development Framework.	Staff have enthusiastically undertaken a variety of professional development opportunities. Staff will continue professional learning with specific goals in developing skills in Futures Focus Learning through 2017.	\$11000 for training, teacher relief, travel and accommodation

Next Steps

- Staff establish systems for monitoring and utilising data on student achievement over a number of years using the same standardised tests each year to provide a growth comparison.
- Engaging in professional dialogue focusing on the School Excellence Framework and its implications for informing, monitoring and assessing our pursuit of excellence and the provision of high quality educational opportunities for each and every child. An element of the School Excellence Framework will be examined at each staff meeting to develop a clearer understanding, setting explicit goals to assist in strengthening our standards.



Strategic Direction 3

Community Partnerships

Purpose

To embed community and school network support of our students with a focus on equity, wellbeing and inclusive learning opportunities. To work together as a learning community to ensure our students 'achieve their personal goals and lead successful lives in the 21st Century.

Overall summary of progress

Staff have been involved in a variety of learning opportunities across the Sunraysia and Far West networks. Parents have been actively involved in the school community through consulting to develop a Home Learning policy and attendance at school events. Community supported fundraising and grant initiatives have enabled the continuation of the specialist music program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Community satisfaction in schools strategic directions and performance is evident in survey responses.	Parent feedback given regarding school progress which will assist with future planning. Generally parents felt that the school was well resourced and depicted a welcoming atmosphere. Discussion opportunities with parents to be investigated more fully in 2017 with a view to establishing the new school plan for 2018 –2020.	
Improved student outcomes reflected in evidence based data against the literacy and numeracy continuums.	A variety of standardised tests were used to ascertain student growth during 2016. The results were communicated to parents through the Semester 2 report.	

Next Steps

- Undertake consultative discussions around school policies and practises with the P&C, especially policies relating to those areas of the parent survey that the majority of respondents rated with the lowest level of satisfaction.
- Continue to build student knowledge of the various aspects of the literacy and numeracy continuums to assist the students to set personal goals through understanding what they are currently able to accomplish and ways in which they can extend their learning.
- Regular data input into PLAN with student work sample portfolios created as evidence of attainment.
- Build partnerships with members of the local and wider community to improve opportunities and outcomes for students.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Funds were utilised to support the academic progression and cultural experiences of the Aboriginal students.</p> <p>Funds were also used to provide individual music lessons with a specialist teacher and online subscriptions to Reading Eggs and Mathletics for Aboriginal students.</p>	\$1588
Low level adjustment for disability	Additional face to face teacher hours were allocated to further support students through individual and small group learning programs.	\$10752
Quality Teaching, Successful Students (QTSS)	This staffing entitlement was combined with other components of funding to increase staffing professional development opportunities.	\$1200
Socio-economic background	Funds were used to subsidise excursion costs for students and to provide food for "Crunch and Sip" as well as additional nutritional snacks for emergencies.	\$1866

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	7	7	8	11
Girls	8	6	4	5

Student enrolment numbers are remaining fairly stable. Projected enrolment for 2017 is 13 students.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.5	99.4		92.8
1	98.3	94.5	97.6	
2	100	100	91.8	98.3
3	97.5	100	97.6	96.3
4		100	96.1	100
5	98.8		99.4	99.2
6	95.2	98.8		97.1
All Years	96.3	98	96.1	96.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2		94.4
1	94.5	94.7	93.8	
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4		94.9	94	93.9
5	94.5		94	93.9
6	94.1	94.2		93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance at school is excellent and strongly supported by school families.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.02
Other Positions	0

*Full Time Equivalent

There are no staff who identify as Aboriginal. A small additional classroom teacher allocation was provided to allow for two adults on site. This was specifically allocated to 2016 only.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

In addition to the mandatory training focused around Child Protection, Anaphylaxis, Emergency e-Care and Work Health and Safety requirements, staff undertook professional learning including:–

- Futures Focused Learning
- Primary Connections – Science
- Leadership Coaching
- Managing Difficult Conversations
- HOW2Learn Modules 1 & 2
- Principal Induction Conference
- Leadership Credential
- Schools Financial Management Budgeting
- Evaluation Essentials for School Leadership

In 2016 Palinyewah Public School spent \$11000 on professional learning. This amount includes training

costs, travel and accommodation, and teacher relief.

Both teaching members of staff are currently accredited at Proficient level with NSW Education Standards Authority (NESA).

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	37 971.63
Global funds	51 291.54
Tied funds	19 245.22
School & community sources	16 989.89
Interest	894.96
Trust receipts	437.00
Canteen	0.00
Total income	126 830.24
Expenditure	
Teaching & learning	
Key learning areas	6 771.83
Excursions	2 250.11
Extracurricular dissections	12 057.39
Library	419.44
Training & development	10 499.36
Tied funds	20 550.22
Short term relief	809.48
Administration & office	12 031.38
School-operated canteen	0.00
Utilities	5 623.26
Maintenance	7 130.85
Trust accounts	307.00
Capital programs	23.88
Total expenditure	78 474.20
Balance carried forward	48 356.04

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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.

In 2016, two students in Year 3 and two students in Year 5 sat the literacy and numeracy NAPLAN tests. Due to the small cohort of students in Year 3 and Year 5, a summary of statistics or graphical representation of student performance cannot be used in this report for privacy reasons. All parents have been informed of their child's results.

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

Parent/caregiver, student, teacher satisfaction

The majority of respondents to the parent survey agreed that the school is an attractive, well resourced school which is well connected to its community and welcomes parental involvement.

Parents strongly agreed that they are encouraged to contact the school at any time to discuss concerns relating to their child.

Parents identified that the teachers are competent and set high standards of achievement for the students.

Parents expressed a desire for more information regarding uniform and behavioural expectations within the school. As a result of this survey, discussions will be undertaken to formulate a school uniform policy and the school will endeavour to communicate the behavioural expectations more clearly to students and their families.

The students agreed that learning is important and that the things they were learning at school would help them as an adult.

Students felt that the school encourages them to achieve their best.

The staff felt that the school's curriculum caters for the learning needs of all students and the school encouraged students to do their best.

The staff indicated that participation in professional development is encouraged and actively supported to help ensure best practice is maintained in teaching and learning.



Policy requirements

Aboriginal education

As part of our implementation of the Aboriginal Education and Training Policy, all students are educated about Aboriginal histories, cultures and current Aboriginal Australia.

The Aboriginal Community Liaison Officer was able to visit Palinyewah on a number of occasions to present a variety of activities to assist in their knowledge of Aboriginal perspectives.

Additionally, Aboriginal perspectives were integrated into various KLAs. The students specifically had the opportunity to consider the ways in which Aboriginal peoples have developed their knowledge of stars and space and weather and seasons.

Multicultural and anti-racism education

Multi-cultural education was integrated into various KLAs. Utilising the online program, Behind the News, assisted in developing the students' awareness of the variety of cultures within Australia and the world. This also opened up constructive dialogue opportunities for the students to raise questions and seek further information.

The students had the opportunity to experience study of a language other than English through involvement in Chinese lessons. This was a sample of the program that will be undertaken in 2017.

Anti-racism education is also integrated into the KLAs.

The Principal has undertaken training and is the Anti-Racism Contact Officer.

Other school programs

Music

The school has allocated funds through a variety of areas to employ a specialist music teacher one day per week. Students undertake group lessons in smaller stage groupings with Early Stage 1 and Stage 1 students in one group, and Stage 2 and 3 in the other. Parents also have the option of subsidised small group instrumental lessons on guitar or keyboard.

Sport

The school has been successful in securing Sporting Schools grants during 2016. The funds enabled the students to have specialist coaching sessions in swimming, ten pin bowling, athletics, cricket and golf.