

# Palinyewah Public School

## Annual Report



2017



3912

## Introduction

The Annual Report for **2017** 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

248A Ellerslie Road

Ellerslie, 2648

[www.palinyewah-p.schools.nsw.edu.au](http://www.palinyewah-p.schools.nsw.edu.au)

[palinyewah-p.School@det.nsw.edu.au](mailto:palinyewah-p.School@det.nsw.edu.au)

03 5027 9242

### Message from the Principal

Congratulations to all of the students on their achievements in 2017. 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.

The dedicated staff have continued to strive towards providing high quality educational opportunities for all students, working collaboratively with other schools and agencies.

Palinyewah Public School receives wonderful support from school families and the wider community. Our P&C works tirelessly to support the students at Palinyewah. The small but dynamic group have raised much needed funds towards the installation of a new playground structure. It is very much a collaborative effort enhancing the learning and the wellbeing of our students.

This report gives an overview of the school's activities and the teaching and learning focus areas for 2017. This is the last year of the 3 year school plan and evaluation of the major programs was undertaken in order to inform planning for the next 3 years.

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. A number of new programs were introduced to assist students on their learning journey and target specific skill development. The Reading Eggs Spelling program challenged the students in developing their vocabulary levels. This in turn assisted the students in their writing as they were able to utilise a greater range of words. The program also encouraged students in learning to use a dictionary and thesaurus to enhance their writing. Mastering Maths facts was introduced to assist the Primary students in developing their automaticity of basic maths facts across the four operations. A Chinese language program through My Chinese Tutor was utilised to broaden the students' knowledge of other countries and cultures. Creating flexible learning spaces within the classroom helped the students to have more control over their learning choices. Furthering positive relationships among students and staff has supported and promoted student wellbeing and engagement.

#### Teaching

In the domain of Teaching, our focus has been on meeting professional standards through continually seeking to improve teacher quality and effective classroom practice. Staff regularly discussed, reviewed and revised teaching and learning plans, utilising a variety of programs to ensure content is curriculum based. Teachers regularly reviewed prior learning with students before presenting new, explicitly taught content. Prompt feedback was given to additionally

support students in their learning. Staff undertook a variety of professional learning opportunities further developing high quality, effective classroom practice.

## **Leading**

In the domain of Leading, our focus was on continuing to build a positive school culture through constructive and collaborative relationships within the school and wider communities.

The Teaching Principal furthered skills and understanding of the role through completing the Leadership Credential. Undertaking coaching skill development with Growth Coaching complimented this learning.

Opportunities for consultation across the school were provided in regards to current 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 Attendance Policy, Uniform Policy and Information Book, and revising the Home Learning policy. Relationships were further developed with the wider community – the result of this strong support being evident in the number of people attending the end of year concert and presentation night, and the level of financial support provided in fundraising for a new playground.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

Specific areas of learning were targeted as a result of data gathered in 2016. Programs were reviewed and new programs in spelling and maths were introduced to provide a more structured learning pathway for student skill development. Parent teacher interviews involved the students showcasing their learning as well as considering areas in which they can improve.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has an explicit, coherent and sequenced policy for curriculum delivery and assessment and reporting focusing on improving outcomes for students.	\$400 – Maths resources	New resources in maths assisted in a more sequenced delivery of curriculum content. Parents were provided with reports from PLAN with suggested activities to assist their child's learning.
All students achieving their negotiated personal learning goals		Goals this year focused on developing a greater automaticity in the basic operations in maths. Students were also encouraged in developing and using a wider selection of vocabulary. Levels of improvement in this area varied across the cohort.

### Next Steps

- Introduce marking rubrics to assist students in knowing how they can take greater control of the improvement in their learning.
- Staff to undertake professional development in using the Learning Progressions to explicitly teach for continued student growth.
- Utilise a Student Wellbeing Support Officer to assist students in building resilience and promote wellbeing.
- Students reflect on and share their learning with parents through using the Seesaw app.

## 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

Teachers regularly discuss student progress and evaluate teaching and learning program. Adjustments are made as necessary to ensure student understanding is achieved. 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. Staff have established 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.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff use assessment and reporting processes to reflect learning.	\$350 – online programs for spelling and typing	Data collected through assessments in 2016 resulted in a variety of new programs being instituted. These programs were chosen to help meet specific student needs in vocabulary development and numeracy.
Staff demonstrate ongoing growth against Professional Standards for Teachers and Principals aligned to the Performance and Development Framework.	\$13500 for training, teacher relief, travel and accommodation	Staff enthusiastically seek and undertake a variety of professional development opportunities. Specific training goals through 2017 have related to the implementation of LMBR at Palinyewah in Term3.
Increase in the proportion of students in the top two NAPLAN bands to meet the Premier's Priorities		Student learning is monitored with programs focussing on continued student growth in NAPLAN in 2018.

#### Next Steps

- Continue to engage 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. Regular and frequent examination of the elements of the School Excellence Framework will be planned to develop a clearer understanding of the framework, and then setting explicit goals to assist in strengthening our standards.
- Professional development to assist in developing knowledge and usage of the Learning Progressions as a means for planning and assisting students to see areas for further growth.
- Source and provide quality learning opportunities for continued growth and skill development for all staff.

## 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 professional learning opportunities across the Sunraysia and Far West. Data has been more regularly input into PLAN with parents provided with reports and suggestions for learning growth. Student portfolios of standardised testing results have been created as evidence of attainment and to show growth over time. Consultative discussions were held with the P&C and staff to develop the Attendance and Uniform policies, and to revise the Home Learning policy. Community attendance at school events was high, and fund raising activities widely supported by the broader community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community satisfaction in schools strategic directions and performance is evident in survey responses.		Parents were given a variety of opportunities to provide feedback on school progress. The information collected has been used to develop the strategic directions for the 2018–2020 school plan. Generally parents considered that staff actively sought ways of providing additional opportunities and add interest to programs through sourcing outside resources.
Improved student outcomes reflected in evidence based data against the literacy and numeracy continuums.		Comparison of standardised tests results from 2016 to 2017 have shown appropriate growth levels in most students. PLAN data reports have been given to families to assist parents in knowing how they can assist their child at home.
School and wider community working together to assist in tackling childhood obesity reflecting the Premier's Priorities	\$5400 Sporting Schools funding	Sporting Schools grant funding has provided a variety of opportunities for the students to develop skills in a variety of sports. Healthy eating options regularly promoted through the school.

#### Next Steps

- Continue to undertake consultative discussions around school policies and practises with the P&C.
- 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.
- Create student work sample portfolios as evidence of attainment.
- Build partnerships with members of the local and wider community to improve opportunities and outcomes for students.
- 2018 will see the introduction of the new school plan. This plan aims to strengthen community partnerships, especially in the area of communication.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2027	<p>Funds were used to assist staff in developing their knowledge of Aboriginal culture and assisting Aboriginal students on their learning journey.</p> <p>Aboriginal funding was given for two students. These students were not enrolled at the school for the full year.</p>
<b>Low level adjustment for disability</b>	\$10707	Additional face to face teacher hours were allocated to further support students through individual and small group learning programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$1219	This staffing entitlement was combined with other components of funding to increase staffing professional development opportunities.
<b>Socio-economic background</b>	\$10928	Funds were used to pay excursion costs for students, provide extra-curricula programs such as Music and Chinese, and provide additional learning resources such as Reading Eggs subscriptions and text books.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	7	8	11	3
Girls	6	4	5	5

Student enrolment numbers decreased significantly in 2017 with a number of students leaving the area for various family reasons. The projected enrolment for 2018 is 12 students..

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	99.4		92.8	96
1	94.5	97.6		89.4
2	100	91.8	98.3	
3	100	97.6	96.3	98.3
4	100	96.1	100	95.4
5		99.4	99.2	95.4
6	98.8		97.1	
All Years	98	96.1	96.4	94.5
State DoE				
Year	2014	2015	2016	2017
K	95.2		94.4	94.4
1	94.7	93.8		93.8
2	94.9	94	94.1	
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5		94	93.9	93.8
6	94.2		93.4	
All Years	94.8	94	94	94

### Management of non-attendance

Attendance at school is excellent and strongly supported by school families. The school's Attendance Policy was updated during the year in consultation with the P&C.

Non attendance is usually related to health issues or specific, single occurrence family circumstances which require travel of large distances taking a number of days, such as weddings or funerals.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.02
Other Positions	0

\*Full Time Equivalent

No staff identify as Aboriginal. A small additional School Administration and Support Staff allocation allowed for two adults onsite.

### 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	0

### 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:-

- LMBR –Learning Management and Business Reform
- Code the Future with Bec Spinks
- Provide First Aid
- Road Safety
- Leadership Coaching
- Leadership Credential
- Healthy Culture Healthy Country
- Lawn Bowls Coaching

- SCOUT Business Intelligence
- Enterprise Financial Training Tool
- School Administration and Support Staff Professional Development Plan
- NAPLAN Online
- 2018–2020 School Plan development

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>49,091</b>
Global funds	43,150
Tied funds	11,516
School & community sources	8,143
Interest	557
Trust receipts	170
Canteen	0
<b>Total Receipts</b>	<b>63,537</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	19,029
Excursions	272
Extracurricular dissections	4,203
Library	286
Training & Development	579
Tied Funds Payments	13,961
Short Term Relief	242
Administration & Office	11,454
Canteen Payments	0
Utilities	3,657
Maintenance	7,801
Trust Payments	388
Capital Programs	0
<b>Total Payments</b>	<b>61,872</b>
<b>Balance carried forward</b>	<b>50,756</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	98,670
Appropriation	90,421
Sale of Goods and Services	0
Grants and Contributions	8,122
Gain and Loss	0
Other Revenue	0
Investment Income	127
<b>Expenses</b>	-32,598
Recurrent Expenses	-32,598
Employee Related	-21,133
Operating Expenses	-11,465
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	66,071
<b>Balance Carried Forward</b>	66,071

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Throughout 2017, funds were utilised to:-

- employ a teacher for additional days to provide opportunity for greater stage based learning groups
- conduct Chinese language lessons
- employ a part time Music specialist
- install air conditioning in the Administration block

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	269,144
Base Per Capita	2,445
Base Location	14,449
Other Base	252,250
<b>Equity Total</b>	23,663
Equity Aboriginal	2,027
Equity Socio economic	10,928
Equity Language	0
Equity Disability	10,707
<b>Targeted Total</b>	0
<b>Other Total</b>	20,860
<b>Grand Total</b>	313,667

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2017, two students in Year 3 and one student 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. Go to <http://www.myschool.edu.au> to access the school data.

In 2017, Palinyewah did not have any Aboriginal students.

## Parent/caregiver, student, teacher satisfaction

The majority of respondents to the parent survey agreed that the school:–

- is an attractive, welcoming environment
- is well resourced
- is well connected to its community
- provides a variety of opportunities for the students as part of their learning
- encourages parent contact at any time to discuss concerns relating to their child.

Parents expressed a desire for:–

- more information about the day to day activities at school
- additional methods of communication such as Facebook.

The students indicated that:–

- learning isn't always easy and you have to try
- learning new things is fun
- writing is hard because you have to plan and edit
- teachers encouraged them to do their best.

The staff felt that:–

- the school's curriculum caters for the learning needs of all students
- the school encouraged students to do their best
- 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.

Aboriginal perspectives were integrated into various KLAs. The students specifically had the opportunity to consider the ways in which Aboriginal peoples cared for the land and used environmentally sustainable practises.

The students joined with Pomona Public School to celebrate NAIDOC Week. On the day, local Aboriginal people conducted a variety of learning activities to further the students' understanding of Aboriginal culture.

Members of staff completed the Healthy Culture Healthy Country to assist them in teaching Aboriginal culture to the students.

## 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 complimented with explicit teaching of Chinese culture.

Anti-racism education is also integrated into the KLAS. The Principal is the Anti-Racism Contact Officer.

## Other school programs

### Creative Catchment Kids

The Primary students were involved in the CCK program – an initiative of the Petaurus Group. The program was funded by Western Local Lands Services. The students researched and wrote a book about a member of our local community. The book, Jim's Block on the Darling, was published and copies were made available to the community as well as the State Library. As part of the program the students enjoyed an excursion to Mungo.

### Music

The school employed a specialist music teacher for 3 ½ hours each week. Students undertook stage group lessons with Early Stage 1 and Stage 1 students in one group, and Stage 2 and 3 in the other. Parents also had the option of subsidised small group instrumental lessons on guitar or keyboard.

The students were able to attend a performance of the opera, Hansel and Gretel, at the Mildura Arts Centre. The opera was performed by the Victorian Opera Company.

### Chinese

A LOTE program commenced through the *My Chinese Teacher* program. Weekly lessons were conducted using technology to connect with Tracy, a native Chinese-speaking teacher based in Beijing.

### Life Education

The students participated in the Life Education program when the mobile classroom van visited the Wentworth area in October. The students considered healthy choices in food and nutrition, and safety with medicine and legal drugs such as tobacco, alcohol and caffeine.

### Camp

The Year 3–5 students joined with Buronga Public School to travel to Victor Harbor for a four day camp.

The students were able to try a number of activities during this time including body boarding, bush walking and guided nature tours, and visiting Urimbirra Wildlife Centre, Granite Island and Oceanic sea aquarium.

One student was able to travel to Stewart House as part of the Far West contingent.

### Sport

The school has been successful in securing Sporting Schools grants during 2017. The funds enabled the students to have specialist coaching sessions in swimming, lawn bowls, gymnastics and tennis. Funds were also used to train a staff member to teach Lawn Bowls as well as purchase a resource kit.

One student went to the NSW PSSA State Athletics Carnival representing Palinyewah as part of the Barrier team.