

# Perthville Public School Annual Report



2018



2862

## Introduction

The Annual Report for **2018** is provided to the community of Perthville 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.

Jodie James

Principal

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## School background

### School vision statement

Our vision is to provide the most comprehensive, engaging and positive school experience for all students.

### School context

Perthville Public School has a highly regarded educational reputation in the local area with a current enrollment of 136 students. 13% of our total enrollment are indigenous. Our school is part of a strong network within the Bathurst Alliance and the Bathurst Small Schools. Together we develop the capacity of leaders and aspiring leaders to improve knowledge, skills and capabilities in systems and instructional leadership. Our work with both alliances aims to build trust, collaboration, coaching and mentoring within and across schools.

There has been a gradual increase in enrolments over the past 7 years, with 6 classroom teaching positions now in place, 1 of which attracts an Assistant Principal position.

Various innovative programs are offered by the highly qualified, experienced and committed staff. In the past three years, our school had a focus on and commitment to improving Numeracy results and have developed and implemented a comprehensive Mathematics program across the school.

Our NAPLAN and school assessment data indicates that Literacy is a focus area for development across the school.

There is a strong Learning Support Team that develops personalised learning plans for students with specialised learning needs.

Perthville Public School is committed to delivering programs that engage students in high quality learning and extracurricular activities.

## 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.

In the domain of **Learning** our focus has commenced in the area of Writing. The school uses systematic and reliable assessment information to evaluate student learning over time and has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. Writing in the Primary classes has followed the program called Seven Steps. The implementation of this program as well as the monitoring of intervention strategies forms the focus for our High Impact Leadership projects, which are monitored by both Assistant Principals. Teaching and learning programs across the school show evidence that they are adjusted to meet individual students needs, ensuring that all student learning is monitored longitudinally and programs for revision and extension are in place. The school uses a centralised system for reporting data on student performance, welfare and future learning goals. Our curriculum is enhanced by learning alliances within the Bathurst Network and strong collaborations between the school and the community is evident.

In the domain of **Teaching** a whole school approach to Literacy and the improvements in writing has ensured that the most effective evidence-based teaching methods have optimised learning progress for all students, across the full range of abilities. Teachers regularly review learning with each student and give feedback related to the defined success criteria. All teachers use professional standards and personalised development plans to identify and monitor specific areas of improvement. These goals are matched to the focus areas of the school plan. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. Teaching staff demonstrate and share expertise within their school and with other schools. All teachers have expert contemporary knowledge and deploy effective teaching strategies, trialing innovative practice and processes that evaluate, refine and scale success.

In the domain of **Leading**, the leadership team remains focused on distributed instructional leadership with a focus on the continuous improvement of teaching and learning. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations. The school uses researched,

evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers on-going improvement in student achievement. The school collaborates with the local community where appropriate on decisions about and access to school assets and resources. The schools facilities are used to support preschool and transition programs and provides after school care to support families. The leadership team takes a creative approach to the use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community.

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

Learning For Life

### Purpose

#### Curriculum implementation

Maintain and implement new evidence based curriculum to whole school literacy and numeracy programs/practices

#### Consultation

Curriculum is enhanced by consultation and effective partnerships within and across schools and the wider community, creating intrinsically motivated students who are well equipped for the future.

#### Assessment & Reporting

Whole school monitoring, assessment and reporting is transparent to allow for greater parent and student understanding.

### Overall summary of progress

In 2018 there has been a focus on improving literacy results in primary grades. Some of the previous improvement strategies used to lift results in numeracy have been followed in our efforts to improve literacy. This change in pedagogy has already shown improvements in many areas.

Staff attended Professional Learning in 'Seven Steps to Writing' and the new Learning Progressions. Phase 2 of L3 and Effective Reading Strategies were a focus for Infants Staff.

Literacy focus groups have been established in the senior classes and there is a strong commitment to early intervention programs in reading.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the % of students making expected growth in Literacy and Numeracy using internal and external measures.	\$18 965	<p>In 2018, the percentage of students making above or expected growth has increased in every area in NAPLAN.</p> <p>Numeracy – 2018 – 89% (2017 86%)</p> <p>Reading – 2018– 68% (2017 62%)</p> <p>Writing – 2018 – 79% (2017 57%)</p> <p>Spelling – 2018 – 68% (2017 52%)</p> <p>Grammar &amp; Punctuation – 2018 – 84% (2017 52%)</p>

### Next Steps

The Seven Steps Program will be continued. Mr Dickson will monitor this program as part of his High Impact leadership project.

The tracking of students on the Learning Progressions and the interventions used by staff for all students not achieving expected benchmarks will be monitored by Ms Naylor as part of her High Impact Leadership project.

New staff will complete L3 training and the new Best Start Assessment training.

Term One will see data walls created which target individual, Year five students who made below expected growth and Year three students who didn't achieve proficiency.

## Strategic Direction 2

### Teaching Excellence

#### Purpose

##### Professional learning

A culture of innovation, excellence and best practice is fostered and quality professional learning and collaboration is evident.

##### Implementation

Identifying and implementing evidence based teaching practices across the entire school to support best practice and maximise student results.

##### Review & Refine

Explicit monitoring of student progress which informs the school community and targets future directions.

#### Overall summary of progress

Perthville School was recognized for an outstanding school initiative award at the Public Education Foundation awards held in Sydney.

Perthville staff have developed professional learning goals that link directly to the Strategic Directions outlined in the school plan. They have used the National Teaching Standards to identify areas for continuous improvement. Literacy learning was a key focus for 2018.

Personalised Development Plans (PDPs) are reviewed twice annually and mentoring takes place in formal and informal meetings with supervisors. Both verbal and written feedback is presented to individual staff by both the Supervisor and the Principal.

Perthville Public School staff have worked collaboratively within the Bathurst Alliance. Professional learning afternoons have been established where all schools come together to network, work collaboratively on projects and participate in professional learning.

Student voice is recorded using the Tell Them From Me survey, this is conducted in Term One each year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher professional learning is directly aligned with the teaching standards and school planning.		Professional learning was focused around Strategic Direction Number 1 and the teaching of Literacy.  Key learning for teachers included; • Learning Progressions • Seven Steps to Writing • Effective Reading • Phonics and the Use of Decodable Texts • Consistent Teacher Judgement in Writing All Staff PDPs are matched to teaching standards.
Increase the levels of social, Institutional and Intellectual student engagement with the curriculum and school life.		Using the Tell Them From Me survey, student responses indicated an improvement in the following areas;  Social Engagement – Positive sense of belonging and positive relationships.  Institutional Engagement – Valuing school outcomes, positive behaviour and positive

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the levels of social, Institutional and Intellectual student engagement with the curriculum and school life.		homework behaviours.  Intellectual Engagement – Student effort and Quality Instruction.  All of these areas were above the NSW Government Norm.

## Next Steps

A swivl will be purchased to allow teachers to record their own teaching and work with their team to improve teaching in literacy and numeracy.

The continuation of data analysis and the way teachers can analysis different forms of data will remain a focus. Teachers will be trained in the use of SCOUT, analysing PAT data and formative assessment strategies.

Data walls will be used to track progress for focus students in Years 3 and 5.

Staff will be given professional learning folders to collate evidence that supports their PDPs. They can also record professional learning activities which can then be added to their accreditation.



## Strategic Direction 3

Leaders Leading

### Purpose

#### Collaborative Practice

Provide strong instructional leadership which supports high expectations and engagement for all.

#### Evaluative Practice

The school plan is focused on research and evidence-based strategies with processes that underpin on-going school improvement.

### Overall summary of progress

Leadership had a big focus in 2018. Staff were involved in the following projects that develop leadership capacity and the mentoring of teams.

- High Impact for Leadership commenced and two Assistant Principals were selected to take part.
- Assistant Principals completed courses in Growth Coaching, Difficult Conversations for School Leaders and Visible Learning with John Hattie.

The Principal is the Vice President and welfare support person for the Bathurst Primary Principals Council.

The Principal completed external validation training as a Peer Principal and completed validation with two schools.

The Principal mentors three aspiring leaders in the Bathurst network.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the % of staff achieving highly accomplished and lead levels in the three domains of the National Standards for teachers.	\$0	50% of staff now have goals relating directly to the Highly Accomplished and Lead levels in the National Teaching Standards.  Two staff have completed Principal Credentials.  In the TTFM eight drivers of student learning survey, completed by teachers in 2018, Leadership scored 8.8 (NSW Govt Norm 7.1)
Increase the % of staff in the pursuit of higher levels of accreditation.	\$2260	Currently accreditation remains at a maintenance level for 90% of staff. Professional learning around Highly Accomplished and Lead levels has been presented to staff at Bathurst Alliance week.  Two staff are participating in the High Impact For Leadership program and are mentored by Highly accomplished teachers or Principals.  10% of staff are working towards Proficient.
Increased parent engagement in education and parent support of learning at home.	\$0	We did not use the TTFM survey for parents in 2018. A paper survey was sent home.  Parents were asked how often do you help your child understand the content he or she is learning at school.  65% of parents responded that they frequently or

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent engagement in education and parent support of learning at home.		almost always assist their child.

## Next Steps

High Impact Leadership projects will continue in 2019, focusing on data driven, research based improvements for all staff.

Communities of practice will continue with the Bathurst network, Primary Principals Council, High Impact leadership teams and Perthville community.

Parents will be surveyed using the TTFM tool in 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8762  • Aboriginal background loading (\$8 762.00)	100% of Aboriginal students had Personalised Learning Plans which are accessed through Sentral. These include goals for Literacy, Numeracy and Cultural Awareness. Smart Goals were established with students and parents.  Funds were used to provided targeted support to individual students on a phonics based program and 1:1 instruction during Maths Mentals.  One students was funded to attend the Wiradjuri cultural camp in Dubbo. Release was supplied for 2 days for Assistant Principal to attend.  No Aboriginal students sat the NAPLAN in 2018.
<b>Low level adjustment for disability</b>	\$41 786  • Low level adjustment for disability (\$10 552.00)	Class welfare meetings are held at the start of the year where our learning and support team discuss the needs of every child.  Mentors are established for students who require additional support.  Funds were used to provide support to students requiring individualised Literacy programs.  Two learning support officers were employed to work with students on Individual Education Plans.  Funds were also used to provide support for farming families.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$23 554	Executive staff mentored and supported all staff in developing their professional goals in Literacy, Numeracy, technology and research based learning.
<b>Support for beginning teachers</b>	\$4 164	Beginning teacher funding was used to support data analysis involved in the L3 program and achieve accreditation at the Proficient level.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	73	64	73	71
Girls	56	60	62	62

Six classes were maintained in 2018.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.7	93.7	96.4	96.2
1	92.2	95.4	95.3	97.9
2	96.8	96	95.6	93.8
3	95.1	95.8	95.6	97
4	95.4	95.9	96.6	96.1
5	94.1	97.3	96.2	94.7
6	96	91.4	95.7	95
All Years	95.2	95.2	95.9	95.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Attendance is 2.3 % above the state average. Students attendance is closely monitored with the support of the Home School Liaison officer. Students who have low attendance are referred to the Learning Support team and appropriate plans are put in place.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.77
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.66

\*Full Time Equivalent

In 2018, Our school budgeted for a second Assistant Principal to supervise K–2 staff and students.

7% of Perthville Staff are Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Perthville staff in 2018.

Professional learning was provided to Administration staff and the Principal in the implementation of Budgeting and the new Human Resources SAP System.

Kindergarten staff completed Phase 2 of the L3 program.

Two staff were trained in Effective Reading Strategies.

Three staff completed the Seven Steps Writing Program

K–6 staff continued to focus on the Learning Progressions and extend their knowledge on the teaching of Writing.

K–6 staff completed several sessions of hands on practical learning in new technologies including Spheros, Scratch coding, Robotics and Microbits.

Staff completed mandatory training in CPR, Anaphylaxis Practical Training, Child Protection and Code of Conduct.

All staff completed professional learning afternoons with the Bathurst Alliance during PAUSE week. Learning networks have been established.

Executive Staff attended the John Hattie Visible Learning conference in Sydney and the High Impact Leadership conference in Dubbo.

Executive Staff completed the Difficult Conversation for School Leaders Course.

One Assistant Principal completed NAPLAN online training in preparation for 2019.

One Assistant Principal completed Learning and Support Training to prepare for LAST role in 2019.

The Principal completed External Validation Peer Principal Training and completed validation with 2 schools in Dubbo and Mudgee networks.

The Principal was mentor for three Assistant Principals in the Wagga Wagga directorate.

The Principal attended the Primary Principal's Council meetings and conferences in Mudgee and Sydney.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	86,974
<b>Revenue</b>	1,487,720
Appropriation	1,389,741
Sale of Goods and Services	286
Grants and Contributions	96,168
Gain and Loss	0
Other Revenue	0
Investment Income	1,524
<b>Expenses</b>	-1,477,355
Recurrent Expenses	-1,477,355
Employee Related	-1,293,751
Operating Expenses	-183,605
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	10,364
<b>Balance Carried Forward</b>	97,338

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

In 2018, the school continued implementing new Finance and Human Resources programs. Administration staff and the Principal completed training in budgeting using the Enterprise Financial Planning Tool (eFPT) and Systems Application and Products (SAP) reforms.

Part of the Balance carried forward has been used to purchase new computer hardware, renovations to the library and markings for the playground.

The school leases the library to Galloping Gumnuts which provides a play-based preschool program for the Perthville community.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	1,155,473
Base Per Capita	26,105
Base Location	2,109
Other Base	1,127,259
<b>Equity Total</b>	72,665
Equity Aboriginal	8,762
Equity Socio economic	22,117
Equity Language	0
Equity Disability	41,786
<b>Targeted Total</b>	50,559
<b>Other Total</b>	35,288
<b>Grand Total</b>	1,313,985

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

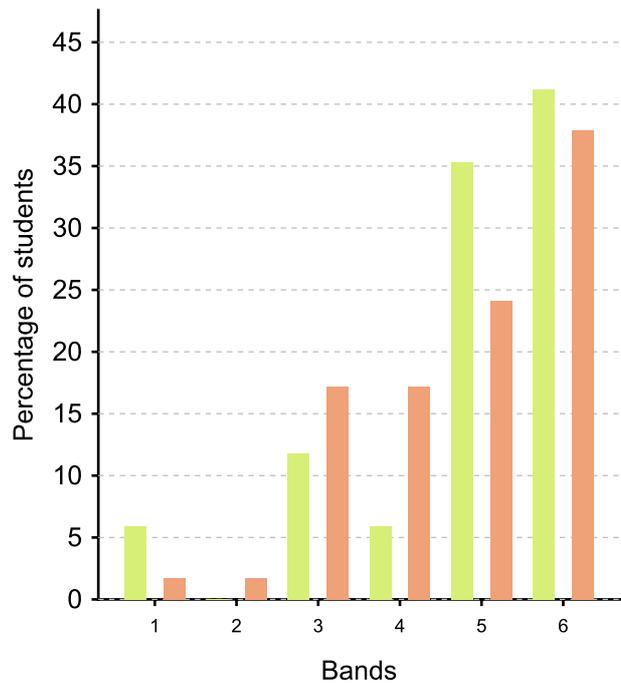
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The following graphs show data for 2018 and the school average from 2016–2018.

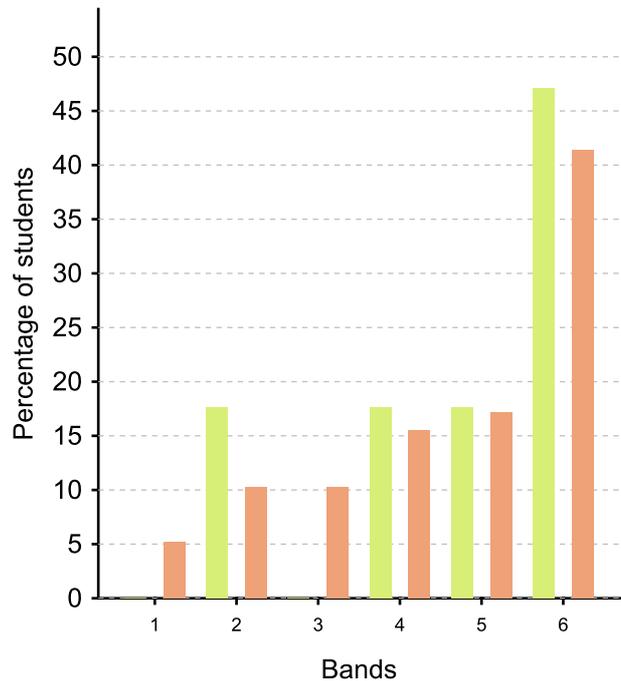
The My School website provides detailed information and data for national literacy testing.

Go to <http://www.myschool.edu.au> to access the school data.

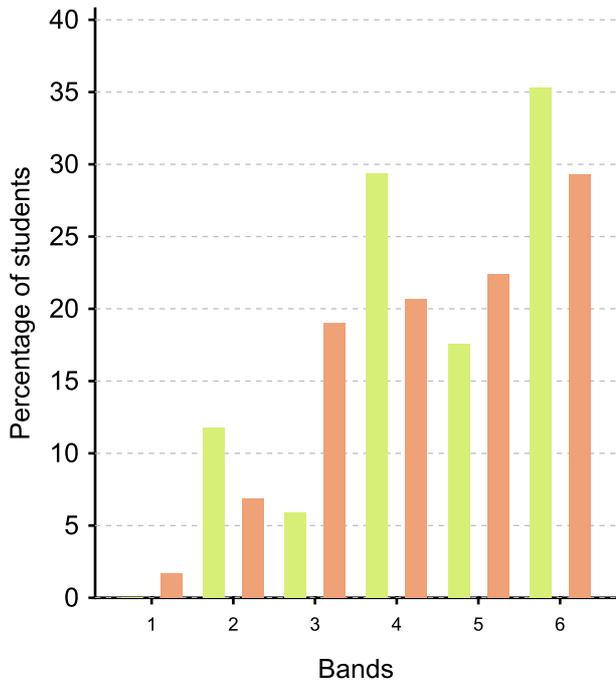
**Percentage in bands:**  
Year 3 Reading



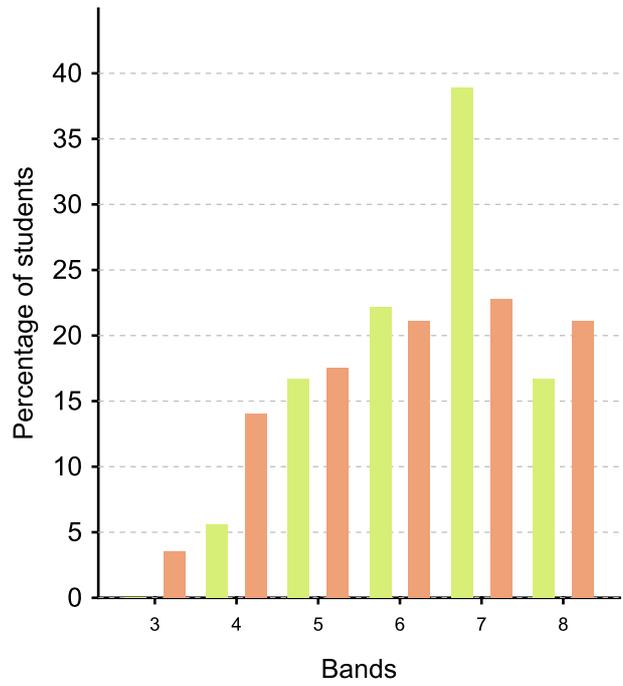
**Percentage in bands:**  
Year 3 Grammar & Punctuation



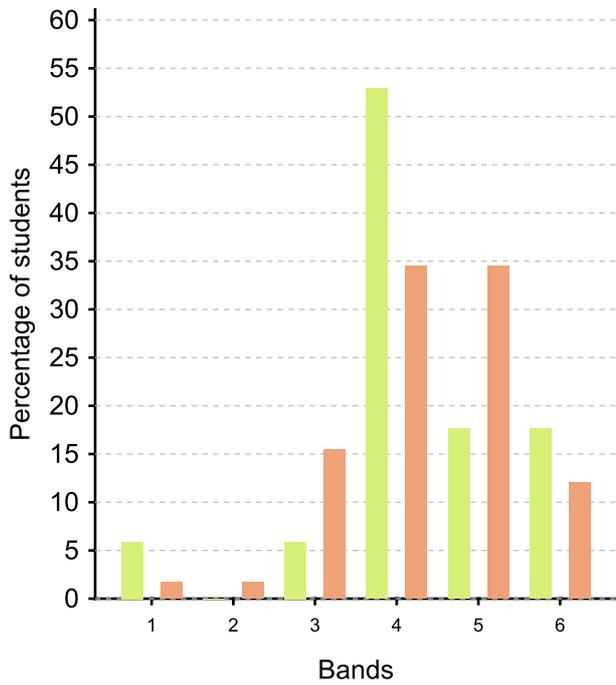
**Percentage in bands:**  
Year 3 Spelling



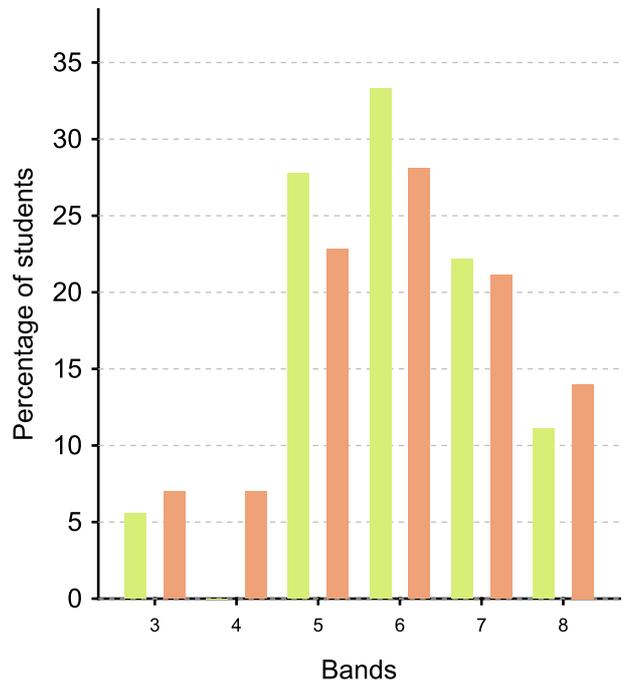
**Percentage in bands:**  
Year 5 Grammar & Punctuation



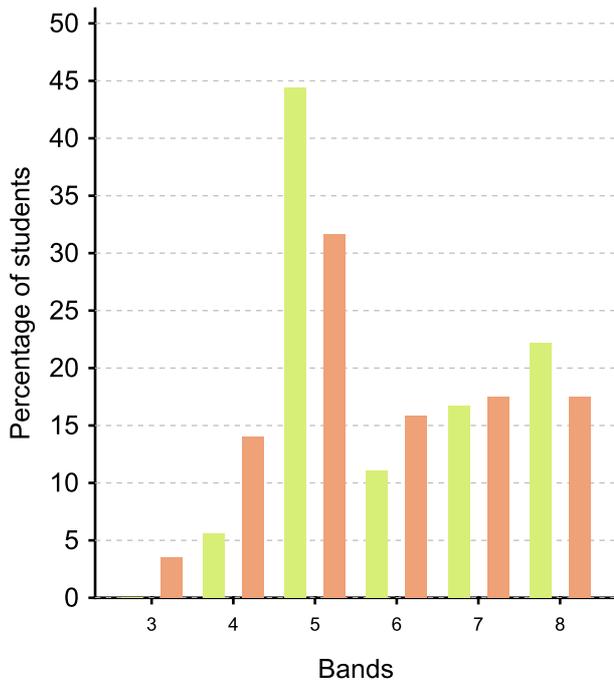
**Percentage in bands:**  
Year 3 Writing



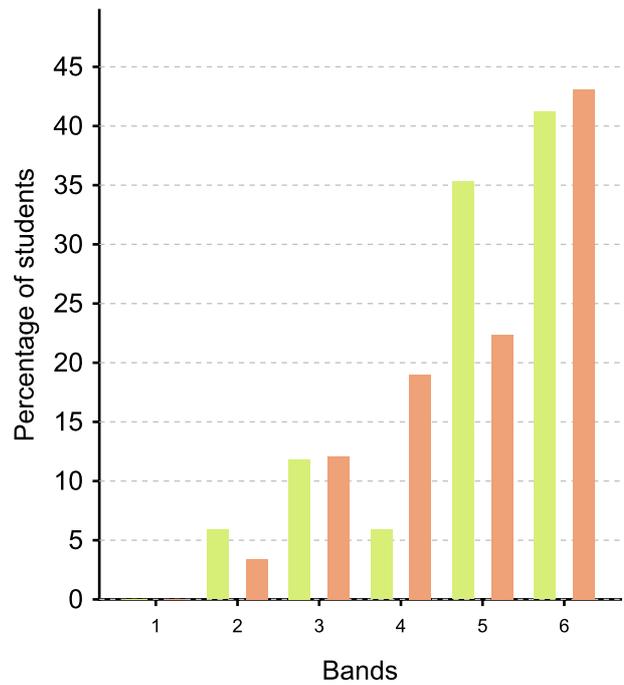
**Percentage in bands:**  
Year 5 Reading



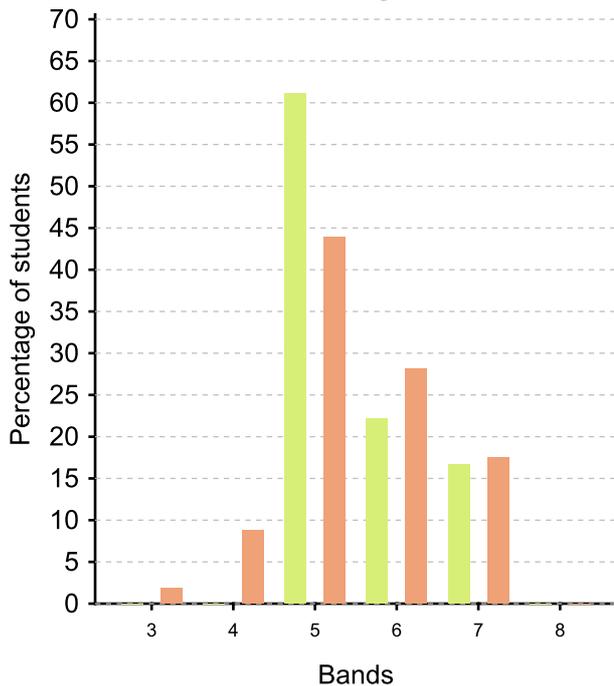
**Percentage in bands:**  
Year 5 Spelling



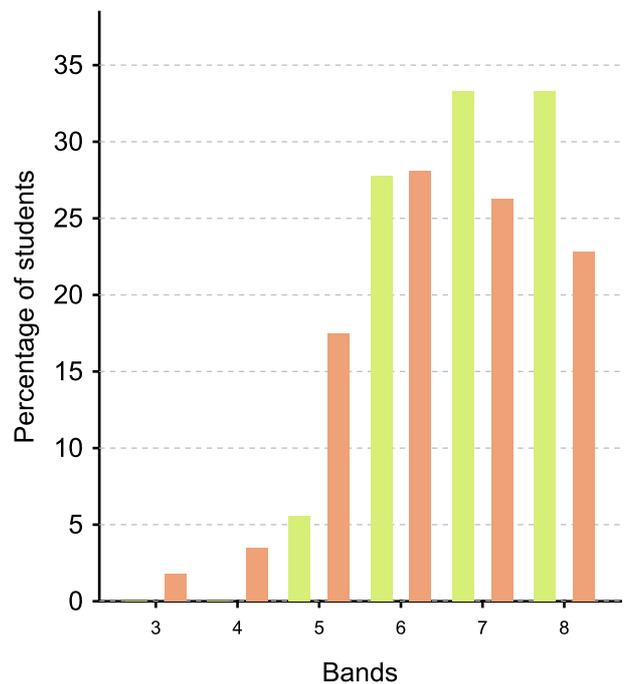
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



The following graphs show data for 2018 and the school average from 2016–2018.

The My School website provides detailed information and data for national numeracy testing.

Go to <http://www.myschool.edu.au> to access the school data.

The following information shows achievement of the Premier's Priorities in Reading and Numeracy:

76.5% of Year 3 students scored in the top two bands for Reading.

33.3% of Year 5 students scored in the top two bands

for Reading.

66.6% of Year 5 students scored in the top two bands in Numeracy.

No Aboriginal students sat the NAPLAN testing in 2018.

## Parent/caregiver, student, teacher satisfaction

In 2018, the Tell Them From Me Tool was not used, instead a paper survey was sent out. 41 surveys were returned representing 47% of families.

The following feedback was received:

### How would you rate the quality of instruction your child receives at school?

80% said Excellent or Very Good

### How much of a sense of belonging does your child have at school?

83% said quite a bit or a tremendous amount of belonging.

### How likely is it that you would recommend our school to a friend or fellow parent?

90% of parents scored us a 9 or 10 for recommending our school to others.

### General Comments

The opportunities provided have been excellent. As a parent with children in all activities, at times providing transport has been difficult.

Perthville School offers so many opportunities for students – much more than the bigger schools. My child feels included, special and understood at Perthville and the teacher has bent over backwards for him. Thank you!

I am extremely happy and proud that my child attends Perthville School. So many opportunities to have the chance to engage in or look forward to.

### Student

The following information was taken from the Tell Them From Me survey. The survey is taken by all Years 4–6 students.

80% of students feel accepted and valued by their peers and by others at their school.

91% of students have friends at school they can trust and who encourage them to make positive choices.

100% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

75% of students do homework for their classes with a positive attitude and in a timely manner.

85% of students said they are interested and motivated in their learning.

### Teacher

The school scored above the state norm in the following areas:

Leadership 8.8 (State Norm 7.1)

Collaboration 8.3 (State Norm 7.8)

Learning Culture 8.3 (State Norm 8.0)

Data Informed Practice 8.6 (State Norm 7.8)

Teaching Strategies 8.3 (State Norm 7.9)

Technology 7.8 (State Norm 6.7)

Inclusive School 8.7 (State Norm 8.2)

Although Parent Involvement also scored above the state norm it still remains an area of focus.

## Policy requirements

### Aboriginal education

Personalised Learning Plans (PLPs) for all Indigenous students were developed and SMART goals were identified by teachers, parents and students.

Funding through the Resource Allocation Model (RAM) supported Indigenous students in targeted Literacy and Numeracy projects.

Students developed cultural awareness through the following activities:

- A Rainbow Serpent was designed in collaboration with Local Aboriginal Elders and completed with all Indigenous students contributing ideas and themes. The artwork will be on display on our ramp way in 2019.
- Senior students were invited to participate in the Wiradjuri Cultural Camp in Dubbo. One student took up this opportunity and was supported by Assistant Principal.

### Multicultural and anti-racism education

In Semester 2, during Geography lessons all classes completed a country of study. During these lessons classes learnt about the language, culture and various traditions of other nations. They discussed Australia's diversity and investigated multicultural heritage. Japanese students attended Perthville School and shared their culture and activities with all classes. All staff were involved in Anti-Racism professional training. Classroom Teacher Tamara Hardy is the Anti-Racism officer for the school.