

Palinyewah Public School

Annual Report



2018



3912

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

We strive to provide learning experiences which will inspire the students to become resourceful and resilient citizens who can confidently collaborate, think creatively and problem solve.

At PPS we ... **P**articipate **P**ersevere **S**ucceed.

School context

Palinyewah Public School is a small rural school located on the Darling River, 40km north of Wentworth. Mildura is the closest large centre which is located 60km south east of the school. Palinyewah Public School services the locality of Ellerslie and the surrounding farming community located to the north of the school.

Palinyewah Public School is classified as a TP1 school with a teaching principal, assisted by a part time teacher and various part time support staff. The school has one multi-stage class.

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

Our school expectations are:–

- Be responsible – make wise choices
- Show respect – consider others
- Have integrity – always do your best

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 is very supportive of the school.

The school is part of two networks – the local area Sunraysia Network, and the broader Far West Network.

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. Through the "Positive Behaviour for Learning" program, students were explicitly taught behavioural expectations to empower students to play their role in creating a positive learning environment. A variety of programs were utilised 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, and assisted the students in their writing through utilising a greater range of words. Mastering Maths Facts assisted Years 1–6 students in developing their automaticity of basic maths facts across operations. Utilising flexible learning spaces within the classroom enabled the students to have more control over their learning choices.

Teaching

In the domain of Teaching, all teachers have been committed to continually seek to improve teacher quality and effective classroom practice. Teaching staff regularly collaborate and plan curriculum focused learning tasks which meet each student's specific needs. Teachers are experienced in explicitly teaching new concepts using a variety of strategies to suit the learning style of each student. Feedback is explicit, specific and timely to support improved student learning. Professional development opportunities further assisted staff in furthering high quality, effective classroom practice. The "Positive Behaviour for Learning" program has also assisted in setting behavioural expectations which are used to

manage the learning environments with a consistent approach.

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. Strategic financial management and planning ensured resources were available and used well. Parents were able to regularly consult with teachers regarding their child's learning progress, as well as provide specific feedback on school activities. 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

Learning

Purpose

To build the foundational skills and attitudes for learning which will enable the students to be self regulated learners and continue to learn throughout life.

Overall summary of progress

In 2018, the school implemented "Positive Behaviour for Learning" as a model for developing school behavioural expectations rather than school rules. The program has incorporated the explicit teaching of social learning to encourage students to take responsibility for their behavioural choices.

Staff undertook training in the Learning Progressions to assist in measuring student growth and setting goals for student learning.

Class Dojo was introduced to the students and families as a method of communicating student progress and providing an opportunity for students to reflect on their learning. Incorporating the regular use of Class Dojo has presented a variety of challenges in the time needed to create and check posts before approving for publication.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individual students using a variety of tools to reflect on their learning and set goals for further progress.	\$1000 – iPads	Students are learning to reflect on their achievements within each Key Learning Area.
Individual student progress reflected in higher levels of literacy and numeracy comprehension	\$600 – online program subscriptions \$300 – printed resources	School based data shows a growth in literacy and numeracy comprehension for all students.

Next Steps

- Greater use of marking rubrics to assist students in setting goals for future learning.
- Using the online program MAPPEN to assist in incorporating learning intentions, achievement rubrics and reflection on learning.
- Plan strategies for sharing student learning progress with parents on a regular basis through Class Dojo.
- Using learning progressions in the areas of Creating Text and Quantifying Numbers to measure progress.
- Further development of the Positive Behaviour for Learning program in revising behavioural expectations and explicit teaching of socially acceptable actions.

Strategic Direction 2

Teaching

Purpose

To develop teacher quality and build leadership capacity to meet the needs of the students through accessing professional learning opportunities, coaching and mentoring.

Overall summary of progress

Teachers regularly discuss student progress and evaluate teaching and learning programs. Adjustments are made as necessary to ensure student understanding is achieved. Over the year staff have undertaken a variety of professional learning opportunities to assist in enhancing and delivering quality teaching experiences. Utilising data on student achievement over a number of years using the same standardised tests each year has enabled staff to see comparisons in student learning growth over time.

The allocation of a Rural Experience Program teacher allowed for smaller Stage based group learning sessions and release for staff to undertake professional learning. The teacher's expertise in the area of STEM and the provision of STEM Share kits created new opportunities for teacher and student learning.

Utilising budget funds provided an opportunity for professional learning to be delivered by a speech pathologist. The focus of the learning was to consider the ages at which children should be able to make the various sounds needed to communicate in English, and developing practises which all staff can use to assist the students with speech difficulties.

Training for the "Film by" project assisted in developing a greater awareness of visual literacy as well as developing cinematographic techniques. The resulting video was enjoyed by the community at the annual presentation night.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff collaboratively utilising data to monitor student learning linked with curriculum and progressions		Staff met regularly to discuss student progress, recording growth on PLAN. This assisted staff in strategically planning student learning activities.
Improved staff knowledge and understanding to plan, implement and assess for student learning	\$3000 – relief teachers	Staff undertook training in a variety of areas to increase confidence in data recording and usage. <ul style="list-style-type: none">• Using data with confidence• Using the Learning Progressions and PLAN2• Best Start Kindergarten• Effective reading in the early years

Next Steps

- Develop methods to enhance the presentation of standardised test results to visually represent growth.
- Undertake InitialLit training to seek best practise for early literacy development.
- Undertake Seven Steps to Writing training to seek new ideas for assisting in student writing progress.
- Continue to monitor student speech and methods for assisting students in pronouncing sounds.
- Create a new film project in 2019 to further use the skills learned as part of the "Film by" project.
- Utilising the Learning Progressions to build staff confidence in measuring student growth and setting goals for student learning.

Strategic Direction 3

Connecting

Purpose

To nurture active, positive and respectful partnerships with the local and wider communities to support and extend student learning through collaboration and engaged communication.

Overall summary of progress

Throughout 2018, the students have had numerous opportunities to connect with the wider community.

Learning opportunities were provided through a Wentworth Shire Council library visit, Wentworth Gaol visit, Woolworths Discovery tour and EnviroMentors presentation.

Opportunities to combine with other local schools with Anzac Day and NAIDOC Day events, sporting carnivals, Life Education, Year 5/6 personal development day, Dami Im concert, school camps, Sunray Warriors, GRIP Leadership and the Wentworth Shire Council Youth Expo have further enhanced the learning experiences.

Funding sourced through Sporting Schools Australia has enabled the students to undertake skill development in basketball, hockey, and swimming.

The support shown by the local community at the annual concert and presentation night was again overwhelming with more than 100 adults in attendance and \$3500 raised by the P&C towards the playground development project.

The introduction of the Skool Loop app been extremely positive. It has greatly increased the regular communication between home and school, with parents reporting that they feel very informed about events and regular activities happening at the school. The app has also provided parents with another option for sending student absence information.

Regular visits from the Toy Library has provided learning through play opportunities, utilising a different range of items to those available at the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A wider range of cultural and sporting educational experiences offered to students	\$3000 – Sporting Schools \$800 – travel expenses	A wide variety of opportunities were sourced for the students to expand their learning experiences as mentioned in the summary above.
Feedback from wider community shows strong partnerships are formed through increased communication and understanding of learning programs		Very positive responses from parents expressed through the parent survey. Skool Loop and Class Dojo welcomed by the parents as a means of keeping up to date with their child's learning and school activities.

Next Steps

- Set up a school Facebook page for communicating school news and student achievement to the wider community.
- Continue to develop the established connections with the small schools of the area, incorporating Pooncarie Public School as it re-opens next year.
- Participate in the BRIDGE program and connect with Ngele'ia Government Primary School in Tonga.
- Utilise the Rural Experience Program connection with Northmead Public School to undertake a variety of strategically planned learning activities.
- Source opportunities within the wider area for social, cultural and educational experiences for the students.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$2290	This staffing entitlement was combined with other components of funding to increase staffing professional development opportunities.
Socio-economic background	\$4284	Funds were used to pay excursion costs for students, provide consumable items for Breakfast Bites, and provide additional learning resources such as Reading Eggs subscriptions, home reading folders and text books.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	8	11	3	3
Girls	4	5	5	9

Student enrolment numbers showed a small growth from 2017 with four students coming into Kindergarten. The projected enrolment for 2019 is 11 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K		92.8	96	93.2
1	97.6		89.4	96.8
2	91.8	98.3		91.9
3	97.6	96.3	98.3	
4	96.1	100	95.4	99.4
5	99.4	99.2	95.4	95.2
6		97.1		98.9
All Years	96.1	96.4	94.5	95.2
State DoE				
Year	2015	2016	2017	2018
K		94.4	94.4	93.8
1	93.8		93.8	93.4
2	94	94.1		93.5
3	94.1	94.2	94.1	
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6		93.4		92.5
All Years	94	94	94	93.3

Management of non-attendance

Attendance at school is excellent and strongly supported by school families. 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(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.02

*Full Time Equivalent

In 2018, no staff at Palinyewah Public School identified as being Aboriginal or Torres Strait Islander.

Palinyewah receives an additional School Administrative allocation to ensure there are always two adults onsite.

During 2018, Palinyewah benefited greatly from the Rural Experience Program with an additional teaching staff member for Terms 3 and 4.

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:-

- Positive Behaviour for Learning
- Film by ...
- Effective Reading in the Early Years
- Understanding the Learning Progressions
- EdTech Summit
- Using Data and the Learning Progressions
- School Website Service
- Using Digital Technologies
- Development of Speech
- STEM Share projects
- Best Start for Kindergarten
- Flourish Project
- Oliver Library Systems
- SAP HR
- Finance and Administration
- Using the Enterprise Financial Planning Tool

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	66,071
Revenue	348,536
Appropriation	338,178
Sale of Goods and Services	0
Grants and Contributions	9,576
Gain and Loss	0
Other Revenue	0
Investment Income	782
Expenses	-294,909
Recurrent Expenses	-294,909
Employee Related	-268,583
Operating Expenses	-26,326
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	53,627
Balance Carried Forward	119,699

Throughout 2018, funds were utilised to:–

- employ a teacher for additional days to provide opportunity for greater stage based learning groups
- purchase additional technology items including an interactive screen and iPads
- purchase online programs for students including Mathletics, Reading Eggs and Typing Tournament
- provide professional learning opportunities for all staff
- obtain the services of a speech pathologist to assess all students
- purchase new readers for the Home Reading program

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	286,275
Base Per Capita	1,547
Base Location	13,004
Other Base	271,724
Equity Total	15,424
Equity Aboriginal	0
Equity Socio economic	4,284
Equity Language	0
Equity Disability	11,140
Targeted Total	0
Other Total	23,361
Grand Total	325,060

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 2018, one student sat the literacy and numeracy NAPLAN tests.

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.

Due to the small cohort of students, a summary of statistics or graphical representation of student performance in Literacy cannot be used in this report for privacy reasons. All parents have been informed of their child's results.

Due to the small cohort of students, a summary of statistics or graphical representation of student performance in Numeracy 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 2018, Palinyewah did not have any Aboriginal students.

Parent/caregiver, student, teacher satisfaction

Palinyewah Public School is committed to building a strong relationship between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform parents, students and the wider community about student learning and educational programs. The school actively seeks feedback from parents and community members through the P&C. The level of parent involvement is high with over 85% of families being represented at P&C meetings.

Parents were invited to complete a satisfaction survey. From the responses received, parents agreed that:–

- Palinyewah is a good school and that their child is happy going to Palinyewah
- staff at Palinyewah take an interest in their child and are committed to the best possible education for their child
- communication between home and school is good and they know what is happening at the school and coming events

Eleven students, from Kindergarten to Year 6, were surveyed to provide feedback about school. The results revealed mostly positive attitudes to school and learning. The response options were 'most of the time', 'sometimes' and 'not usually'. The key findings include:–

- 73% agree that most of the time learning is important; learning is a lot of fun and their learning at school will help them as an adult
- 82% agree that most of the time the things they are taught are worth learning; they always try to do their best and teachers are interested in helping them learn

Seven members of staff were surveyed and asked to provide feedback on the school. The key findings include:–

- 100% strongly agree that Palinyewah has a safe and secure environment
- 86% strongly agree that teachers provide a stimulating and challenging environment for the students, actively seeking ways to support student learning if students are not making

satisfactory progress in their learning and that Palinyewah has high expectations for its students

- 72% strongly agree that they are given opportunities for professional development; communication is clear and they know what is happening at the school and coming events; the school is well organised and they have ready access to the resources needed

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 Key Learning Areas. The students also had the opportunity to consider Aboriginal culture in sessions with the Aboriginal Community Liaison Officer.

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

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.

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