

Perthville Public School

2019 Annual Report



2862

Introduction

The Annual Report for 2019 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.

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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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Increase the % of students making expected growth in Literacy and Numeracy using internal and external measures.

Progress towards achieving improvement measures

Process 1: Curriculum Implementation

Using the latest research and knowledge of English syllabus and literacy continuum/progressions, implement a focus on improving literacy skills.

Evaluation	Funds Expended (Resources)
<p>This year staff completed professional learning on the Seven Steps Writing program. This program was implemented across the primary grades. The Assistant Principal used this program with a focus on improving writing skills. Pre and post testing results showed a significant improvement in the areas of narrative and persuasive writing.</p> <p>Professional learning was also conducted in the work of Lyn Sharratt and many key concepts have been trialed and now implemented to develop students skills in self evaluation and assessment.</p> <p>Focus for the K–2 students has been on the tracking of the learning progressions in three areas in reading, writing and numeracy.</p>	<p>\$3076 from Professional Learning Funds</p>

Process 2: Consultation

Provide opportunities for collaboration across schools and enable parent engagement in learning and results.

Evaluation	Funds Expended (Resources)
<p>This year we developed a supportive framework for middle performing students. The data from NAPLAN, PAT, diagnostic testing and internal measures were used to create a profile of each student in literacy and numeracy. Focus areas for each student were then established and this was then communicated to parents and students.</p> <p>Individual Education Programs and Personalised learning plans were discussed with parents and progress is reported on each term.</p> <p>Three way conferences were held with parents in the primary grades. This received a very positive response from parents who felt that they were well</p>	<p>\$868 PAT – ACER Licence Fee</p>

Progress towards achieving improvement measures

informed about their child's learning following the meeting.

Our school works as part of the Bathurst Alliance of Schools where we meet twice a term to discuss professional learning needs and the organisation of activities and events.

We also worked closely with Charles Sturt University and were involved in the HUB project. This project supported pre-service education students during their practicum in schools.

We continue a close relationship with Galloping Gumnuts and provide both preschool and before and after school care to our community.

Process 3: Assessment and Reporting

Review current assessment practices and develop new reporting systems and communicate these effectively with parents.

Evaluation	Funds Expended (Resources)
<p>This year we continued our focus on writing and the tracking of students K–6 in the learning progression 'Creating Texts'.</p> <p>All staff implemented formative assessment strategies and consistency of marking in the area of writing.</p> <p>Staff completed professional learning in SCOUT and the use of data and are able to locate specific information and results from this platform..</p> <p>Assessment practices were reviewed to include NAPLAN online and PAT testing twice a year.</p> <p>Grading in student reports was explained during class communication sessions and the newsletter.</p>	

Next Steps

There will be a focus on new state targets in reading and numeracy and our staff will be working towards those for 2022.

In 2020, our staff will commence using PLAN software to record literacy and numeracy progressions.

Our writing program will be successfully implemented across K–6 with students using 'third teacher' strategies. We will continue our focus on formative assessment strategies and reporting these to parents.



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.

Improvement Measures

Teacher professional learning is directly aligned with the teaching standards and school planning.

Increase the levels of social, Institutional and Intellectual student engagement with the curriculum and school life.

Progress towards achieving improvement measures

Process 1: Professional Learning

Draw on solid research and best practice to develop and implement high quality professional learning in Literacy.

Evaluation	Funds Expended (Resources)
<p>This year our school was involved in many professional learning opportunities with a focus on teaching literacy and numeracy.</p> <p>Staff completed work around formative assessment and the work of Lyn Sharratt and Dylan Wiliam.</p> <p>We completed Quality Teaching Rounds on writing which enabled staff to record their lessons using a 'Swivl' device. Lessons were then coded using the Quality Teaching Matrix.</p> <p>Our staff identified their areas of strengths in effective classroom practice using the school excellence framework and completed professional reading on evaluative practice.</p> <p>Staff also attended professional learning on the new Personal Development Health and Physical Education syllabus.</p>	<p>\$6500 from Professional Learning Funds</p>

Process 2: Implementation

Develop and implement collaborative processes for consistency in teacher judgement in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Kindergarten staff participated in the first year of L3 training and were supported by a team leader from Millthorpe school.</p> <p>All staff completed Quality Teaching Rounds which enabled staff to view</p>	

Progress towards achieving improvement measures

each others lessons for use of strategies such as formative assessment, success criteria, marking consistency and higher order questioning.

All 3–6 staff implemented strategies from the Seven Steps program. Student writing samples were marked by all staff to ensure consistency and areas for improvement.

Process 3: Review and Refine

Review current teaching, assessment and reporting practices in Literacy.

Evaluate and refine teaching and learning, assessment and reporting in Numeracy.

Evaluation

Funds Expended (Resources)

A review of assessment practices was completed and now includes extra time for NAPLAN online and PAT testing twice a year. Three way conferencing was held with parents during term 3 which received positive feedback.

We continue to review our Numeracy continuum program and make small changes to its coordination. Growth was considerable in the ares of time and fractions.

Next Steps

Quality teaching rounds include a lesson on Reading and Numeracy in 2020.

Kindergarten staff will complete their L3 training and Stage one staff will commence L3 for their first year.

Through the High Impact for Leadership program staff will continue to refine their work in writing across K–6.

Reporting to parents using the identified learning progressions will occur in Term 4.



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.

Improvement Measures

Increase the % of staff achieving highly accomplished and lead levels in the three domains of the National Standards for teachers.

Increase the % of staff in the pursuit of higher levels of accreditation.

Increased parent engagement in education and parent support of learning at home.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Leadership teams in the Bathurst Alliance share evidence based and innovative practice that builds professional networks with a focus on the continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
<p>All staff have worked with Bathurst Alliance of schools and the Bathurst Small Schools.</p> <p>Through the High Impact For Leadership Program we have been involved in sessions on the Seven Steps to Writing program, literacy and numeracy progressions and understanding data. We have also completed collaborations in the areas of integrating technologies and welfare based learning.</p> <p>Our Principal initiated and led a course for senior executive on career path planning and leading teaching and learning across the school. This included involvement from the team from CESE.</p> <p>Our Principal was appointed to the Small Schools Principal School Leadership position in Term 2 and our Assistant Principal relieved as the school Principal. Both position moves enabled executive to develop leadership capabilities and analyse systems and procedures with renewed vigour.</p>	<p>\$1524 High Impact Leadership from Professional Learning Funds</p>

Process 2: Evaluative Practice

Management practices of the school leadership team are responsive to school community feedback. Regular monitoring of the school plan and involvement by all stakeholders will occur.

Evaluation	Funds Expended (Resources)
<p>External validation (EV) took place in Term 2 so the start of 2020 saw a strong focus on evaluative practice. Ten out of the fourteen areas on the School Excellence Framework were determined as excelling.</p>	<p>\$2500 to release executive for External Validation preparation</p>

Progress towards achieving improvement measures

Follow up from EV saw a renewed focus on milestone school progress and using the Question, Data, Analysis and Implications (QDAI) method to drill deeper into results.

The school regularly uses surveys to ascertain feedback from the school community.

In 2019, parents were surveyed using the 360 Communication tool and student were surveyed using the Tell Them From Me survey. A survey was also conducted around the new three way conferencing system.

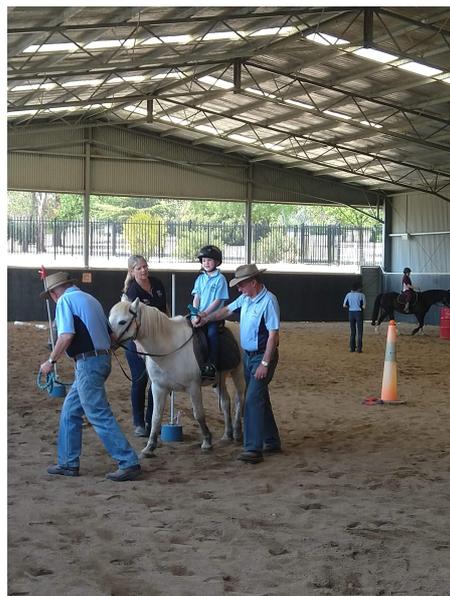
Next Steps

Continue to work with the Bathurst Alliance on literacy and numeracy strategies and building effective teams across the network.

Continue to monitor and evaluate progress against the targets in the school plan, using data effectively to inform practice.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$7 894.00)	This funding supported students in; • School Learning Support Officer to work with individual students on personalised learning plan goals in literacy and numeracy • Attendance at Wiradjuri camps and events • NAIDOC celebrations
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$45 137.00)	This funding supported one of the Assistant Principals to take on the Learning and Support Position (LAST). It also funded; • Resources to support students with additional literacy and numeracy needs. • Students with special needs that are not supported with integration funding. • Financial assistance to families to support excursion attendance and uniform purchases.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$24 331.00)	In 2020, we released both Assistant Principals to work with their teams. Focus work included the teaching of writing, using formative assessment, data analysis, Quality Teaching Rounds (QTR) and using the School Excellence Framework (SEF).



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	64	73	71	69
Girls	60	62	62	71

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.7	96.4	96.2	93.4
1	95.4	95.3	97.9	93.4
2	96	95.6	93.8	94.9
3	95.8	95.6	97	92.4
4	95.9	96.6	96.1	96
5	97.3	96.2	94.7	92.1
6	91.4	95.7	95	94.2
All Years	95.2	95.9	95.7	93.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.78
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	1.66

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	97,338
Revenue	1,570,506
Appropriation	1,495,767
Sale of Goods and Services	15
Grants and contributions	73,485
Investment income	1,239
Expenses	-1,544,245
Employee related	-1,358,905
Operating expenses	-185,341
Surplus / deficit for the year	26,261

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	115,409
Equity Total	80,468
Equity - Aboriginal	7,894
Equity - Socio-economic	27,437
Equity - Language	0
Equity - Disability	45,137
Base Total	1,191,340
Base - Per Capita	31,207
Base - Location	2,067
Base - Other	1,158,066
Other Total	74,945
Grand Total	1,462,162

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction Results

In 2019, our school took part in the 360 communication tool. Surveys were sent out to all staff and parents.. Overall the majority of responses were overwhelmingly positive.

The school has such a lovely warm and supporting environment.

Love the virtues awards and regular assemblies to encourage the kid's positive behaviours.

Staff have been incredible in their efforts to support the additional needs of my son, always looking for ways to work with me to help my son.

Teachers, principal and office staff are outstanding – professional, caring, inspiring.

The fact that school staff regularly communicate about the continuum groups so that parents can understand it is fantastic. Staff seek to ensure that families understand the concept of continuum groups.

I feel we have a very good staffing group who work very well with our P&C to get the best out of the community for all the children.

I could not be more happy with Perthville Public School. The staff are all amazing individuals who have their school and its students best interests at heart.

As with anything, good communication is the key to great customer service. In a school environment I feel it's even more important. The introduction and use of Facebook has been a great step forward in not only keeping the school community updated of the happenings and achievements within the school but opens the school to the outside community and further enhances and strengthens the community as a whole. The class meetings at the beginning of the year have also been a fantastic introduction and are also an important way of bringing the teachers and parents together and opening up communication lines. Parent/teacher interviews with the students present also is a great way of encouraging communication between teachers, parents and their kids. Congratulations and thank you for continuing to work towards improving our wonderful school.

Next Steps include improvements to newsletters and initiating phone contact with some families.

Student Satisfaction Results

in 2019, our Years 4, 5 and 6 students took part in the Tell Them From Me survey. The majority of areas were positive.

- 100% of our students valued school outcomes
- 98% recorded positive behaviour at school.
- 96% of students said that they made a strong effort to improve their learning

Next Steps include

- Increasing their sense of belonging. With only 75% of students in 2019 identifying they felt this was the case.
- 68% of students said they had positive homework behaviours

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

