

Palinyewah Public School

2019 Annual Report



3912

Introduction

The Annual Report for 2019 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.

School contact details

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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

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

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.

Improvement Measures

Individual students using a variety of tools to reflect on their learning and set goals for further progress.

Individual student progress reflected in higher levels of literacy and numeracy comprehension

Progress towards achieving improvement measures

Process 1: Reflecting

Creating a safe and supportive classroom environment where students regularly reflect on their learning, and can confidently plan for improvement and skill development through understanding their learning progression.

Evaluation	Funds Expended (Resources)
Students are developing a greater ability to recognise achievements in their learning. All students are able to share their learning with their peers during assembly. Using Class Dojo, the students can share their learning with their parents, opening up the opportunity for further discussion at home. Formative assessment opportunities were used by teachers to encourage students to challenge themselves further. Task rubrics used through MAPPEN clearly showed students differing levels of response, and ways in which their responses to the task could be improved in small achievable stages.	\$365 – MAPPEN \$350 – Seven Steps \$500 – casual release

Process 2: PBL

Positive Behaviour for Learning practises are implemented to assist in improving learning outcomes for all students.

Evaluation	Funds Expended (Resources)
An adjusted form of PBL has been implemented at Palinyewah. The students are explicitly taught behaviours to assist them to positively respond to every day situations, and these responses are linked to our school motto and expectations. The students are very familiar with the terminology of our motto and expectations, and behaviour issues rarely need more than a gentle reminder of these expectations to bring the student back on track in their learning. Students are showing a greater willingness to have a go at unfamiliar tasks and realise that correcting mistakes is one way of extending their learning.	

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.

Improvement Measures

Staff collaboratively utilising data to monitor student learning linked with curriculum and progressions

Improved staff knowledge and understanding to plan, implement and assess for student learning

Progress towards achieving improvement measures

Process 1: Professional Learning

Provide high quality professional learning opportunities to meet strategically selected areas of skill development.

Evaluation	Funds Expended (Resources)
<p>The focus of the InitialLit program was to assist Kindergarten students to build a firm literacy foundation. The skills shown by the students at the end of the year surpassed staff expectations. The program will be utilised with Kindergarten and Year 1 in 2020.</p> <p>Training in the Live Life Well @ School program led to the development of school vegetable gardens. The produce grown was utilised in the Breakfast Bites program and as fresh snacks. Students were able to try a variety of vegetables and develop cooking skills as a result.</p> <p>The BRIDGE program initiative has helped to form collaborative connections with Ngele'ia GPS in Tonga. The visit to the Tongan school has helped greatly in being able to devise activities which will be able to be undertaken by both schools to further develop the partnership.</p> <p>The MAPPEN program provided a variety of mini professional learning experiences which challenged teachers to reflect on their learning. MAPPEN will not be used in 2020 – while it was a very useful teaching tool, staff would prefer to separate the subjects or science, history, geography and health to ensure a more thorough coverage of syllabus requirements.</p> <p>The Seven Steps to Writing professional learning will be further utilised in 2020 through the purchase of an online subscription. This will allow staff to review the training regularly through the incorporation of tutorial videos.</p>	<p>\$365 – MAPPEN</p> <p>\$700 – LLW training</p> <p>\$5500 – InitialLit training</p> <p>\$500 – BRIDGE training and resources</p> <p>\$350 – Seven Steps training</p>

Process 2: Collaboration

Teachers collaborate to share curriculum knowledge and collect data regarding student progress and achievement to develop teaching and learning programs which meet the needs of the students.

Evaluation	Funds Expended (Resources)
<p>Teachers regularly meet to discuss student progress. Formative assessment is continually used as a basis for sharing ideas and adjusting learning programs to better suit student learning needs. The addition of a teacher through the Rural Experience program offered further input into developing programs to suit student need.</p> <p>Data collection in InitialLit has shown very positive growth in Kindergarten</p>	<p>\$200 – school made InitialLit resources</p> <p>\$200 – resources for BRIDGE program</p>

Progress towards achieving improvement measures

literacy skill development and usage.

MAPPEN provided an opportunity for linking content across subject areas with adjustments made by teachers to suit the needs of the students in our small school setting.

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.

Improvement Measures

A wider range of cultural and sporting educational experiences offered to students

Feedback from wider community shows strong partnerships are formed through increased communication and understanding of learning programs

Progress towards achieving improvement measures

Process 1: Linking

Strategically forming collaborative links with other schools and the wider community to enhance student learning experiences and further develop social skills through cultural and sporting activities.

Evaluation	Funds Expended (Resources)
Linking with other schools in the Sunraysia area provided a variety of opportunities for the students to collaborate with their peers. Primary students were able to participate in a variety of overnight camps with Year 3 going to Swan Hill, Year 5 going to Woodhouse in Adelaide and Year 6 travelling to Canberra. Other activities were sources to support history, health, environmental education, Aboriginal education, performing arts and sports. Through the BRIDGE program, the students were able to connect with students in Tonga. In 2020, a variety of activities will be undertaken to further enhance student learning and cultural understanding with Ngele'ia GPS in Tonga.	\$300 – CPR \$1730 – sporting costs \$450 – performance costs \$200 – camp subsidies \$2800 – transport costs

Process 2: Communicating

Incorporating and utilising a variety of electronic communication methods to allow students to demonstrate their learning to family members and to inform the wider community of the school's learning activities.

Evaluation	Funds Expended (Resources)
The use of electronic forms of communication has been very successfully implemented at Palinyewah during 2019. The school Facebook page has a regular following of school families and friends, with 35 people having "Liked" the page to receive regular updates. Skool Loop is effectively used each Sunday to keep families up to date with what is happening during the following week, as well as sending brief reminders and notifications from time to time. Class Dojo has allowed the students to reflect on their learning and then share their learning with their parents.	\$800 – additional iPads

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$2134	This staffing entitlement was combined with other components of funding to increase staffing professional development opportunities.
Socio-economic background	\$2285	Funds were used to pay excursion costs for students, provide consumable items for Breakfast Bites, and provide additional learning resources such as Reading Eggs and Mathletics subscriptions, home reading folders and textbooks.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	11	3	3	4
Girls	5	5	9	8

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.8	96	93.2	94.7
1		89.4	96.8	94.5
2	98.3		91.9	96.7
3	96.3	98.3		97.8
4	100	95.4	99.4	
5	99.2	95.4	95.2	94.9
6	97.1		98.9	98.9
All Years	96.4	94.5	95.2	95.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1		93.8	93.4	92.7
2	94.1		93.5	93
3	94.2	94.1		93
4	93.9	93.9	93.4	
5	93.9	93.8	93.2	92.8
6	93.4		92.5	92.1
All Years	94	94	93.3	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
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

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	119,699
Revenue	394,173
Appropriation	374,154
Grants and contributions	19,302
Investment income	717
Expenses	-387,462
Employee related	-303,660
Operating expenses	-83,802
Surplus / deficit for the year	6,711

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	0
Equity Total	14,880
Equity - Aboriginal	0
Equity - Socio-economic	2,285
Equity - Language	0
Equity - Disability	12,594
Base Total	306,418
Base - Per Capita	2,816
Base - Location	13,417
Base - Other	290,186
Other Total	26,799
Grand Total	348,097

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Palinyewah Public School is committed to building strong relationships 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. Staff meetings and P&C meetings provide an open forum for the discussion of issues that arise and the development of appropriate solutions to issues presented.

Parents were invited to complete a satisfaction survey. From the responses received, parents indicated that teachers at Palinyewah expect their child to do his or her best and provide their child with useful feedback about his or her learning. Parents recognised that teachers at Palinyewah treat students fairly and that their child feels safe and is making good progress at Palinyewah. Parents strongly agreed that Palinyewah is an attractive and well-resourced school.

Eleven students, from Kindergarten to Year 6, were surveyed to provide feedback about school. The results revealed mostly positive attitudes to school and learning. All students reported that they like being at school and feel they are able to talk to their teachers about their concerns. The students agreed that teachers expect them to do their best, and that teachers motivate them to learn and treat students fairly.

Four members of staff were surveyed and asked to provide feedback on the school. All staff indicated a high level of satisfaction from working as they feel valued in their role at Palinyewah Public School. They indicated that they felt that their professional learning needs had been met to help them achieve their Personal Development Plan (PDP) goals. Staff indicated that they have freedom to express their opinions on school matters, have freedom to raise concerns and feel that their concerns will be heard. Staff recognised that teachers actively seek ways to support student learning and care if students are not doing as well as they can, and Palinyewah Public School looks for ways to improve the quality of learning and teaching.

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.