



Prairievale PS 2014 Annual School Report



School context statement

Prairievale Public School is a P3 school in Bossley Park, South West Sydney. We are a member of the Fairfield Network of Schools in the Ultimo Group. Our enrolment for the 2015 – 2017 planning period will stabilise at around 400 students.

The Prairievale Public School Family Occupation and Education Index (FOEI) is 153. The higher the FOEI measurement, the higher the level of disadvantage, with figures ranging from 0–300, with a NSW average of 100. The FOEI is developed using information provided on student enrolment forms.

Our students are from a diverse range of cultural backgrounds. Our community has 87% of students from Non English Speaking backgrounds, and 35 different language background groups recorded. The dominant languages being Assyrian, Arabic, Vietnamese and Spanish.

Prairievale Public School has 11 students of Aboriginal background, which represents 2% of enrolled students.

Our school is staffed by one Principal, four Assistant Principals and 29 teachers who deliver programs to 16 classes in either a full-time or part-time capacity. Sixteen of our teachers are currently employed in temporary engagement positions.

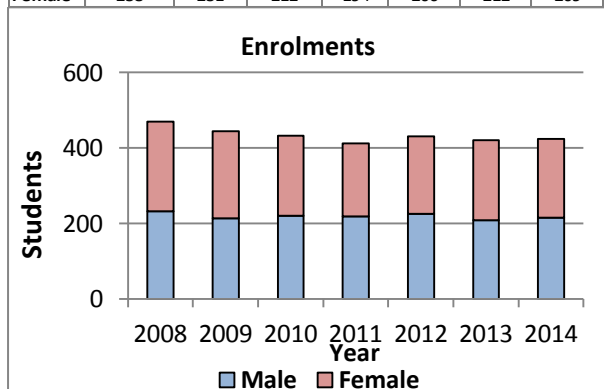
The non-teaching staff consists of our School Admin Manager, two Admin Officers, a General Assistant and three School Learning Support Officers (SLSO).

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	232	214	220	218	225	209	215
Female	238	231	212	194	206	212	209



Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	93.3	94.0	95.5	92.1	92.8	95.5
	1	92.3	92.8	93.9	92.0	93.6	94.4
	2	94.5	94.7	94.4	94.0	94.6	95.4
	3	92.9	94.3	93.4	95.1	94.8	95.5
	4	93.0	93.8	95.9	94.6	95.6	96.7
	5	93.4	95.0	94.3	93.4	94.4	95.7
	6	94.5	94.1	95.6	92.7	94.8	95.2
	Total	93.4	94.1	94.7	93.5	94.4	95.5
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Workforce information

Workforce composition

Position	Number
Principal	1.0
Assistant Principal(s)	4.0
Classroom Teacher(s)	12.0
Teacher of Reading Recovery	0.71
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher of ESL	2.2
School Counsellor	1.0
School Administrative & Support Staff	3.222
Total	29.404

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Prairievale Public School has one staff member who identifies publicly as indigenous.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	5

Professional learning and teacher accreditation

In 2014, staff accessed professional learning in each of the Teacher Professional Learning priority areas:-

- Beginning Teachers
- ICT for Teaching and Learning
- Literacy and Numeracy
- Quality Teaching
- Syllabus Implementation

Strategies for professional learning included:-

- In-school sharing of knowledge and expertise.
- Involvement in demonstration lessons and team teaching.

- Guest presenters/speakers invited to present workshops on School Development Days and at Staff Meetings.
- Professional Dialogue sessions with a specialist Literacy Consultant.

Throughout 2014 professional learning on the introduction of the NSW syllabus for the Australian Curriculum – Mathematics and Science and Technology (Kindergarten to Year Six) was a major focus. Staff participated in a variety of sessions to deepen understanding of content and develop and strengthen strategies to support teaching and learning.

Additional training in Planning Literacy and Numeracy (PLAN) allowed staff to monitor, track and plan individual student success.

Opportunities were provided for teams to collaboratively plan quality units of work in English, reflective of the NSW syllabus for the Australian Curriculum – English.

Beginning Teachers

In 2014, one beginning teacher was permanently appointed to Prairievale Public School and accessed Beginning Teacher Professional Learning Funds to support their professional development. Funds were also allocated to support 2013 permanently appointed teachers.



Our Winning Debating Team

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	306825.03
Global funds	343992.94
Tied funds	541176.29
School & community sources	147690.94
Interest	12238.34
Trust receipts	26068.41
Canteen	0.00
Total income	1377991.95
Expenditure	
Teaching & learning	
Key learning areas	15849.39
Excursions	36211.45
Extracurricular dissections	70591.32
Library	3660.14
Training & development	320.00
Tied funds	404660.12
Casual relief teachers	130251.86
Administration & office	95600.07
School-operated canteen	0.00
Utilities	66066.22
Maintenance	67722.51
Trust accounts	21294.29
Capital programs	13925.00
Total expenditure	926152.37
Balance carried forward	451839.58

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements 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.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Debating

Year Five and Year Six students had the opportunity to participate in Debating.

The team competed in the Parks Area Debating Competition and were the winning school team for 2014.

Public Speaking

All students from Kindergarten to Year Six participated in the school's Public Speaking Competition.

The four stage winners went on to compete in the Fairfield Public Speaking Competition Local Heats.

Sport

All students from Kindergarten to Year Six were involved in a range of sporting and dance activities in 2014.

60 students participated in the Special Swimming Scheme at Prairiewood Leisure Centre in Term 3.

Students in Years Three, Four, Five and Six had the opportunity to compete in competitive sport through the Horsley Zone Primary Schools Sport Association (PSSA). This was held every Friday and students had the opportunity to meet and play against students from other schools.

Summer PSSA (Term One and Term Four):-

- Senior and Junior Boys Cricket
- Mixed Newcombeball
- Junior Boys and Junior Girls T Ball
- Senior Girls and Senior Boys Softball.

Winter PSSA (Term Two and Term Three):-

- Years 3, 4, 5 and 6 Girls Netball
- Junior Boys Soccer and Years 5 and 6 Boys Soccer
- Years 3-6 Girls Soccer

Significant programs and initiatives – Policy and equity funding

Aboriginal education

In 2014 an Aboriginal Education team was established. The team comprised of five staff members (Two executive teachers and three early career teachers). The team collaboratively worked with local Aboriginal Community Liaison Officers and Aboriginal Education Officers.

The students and their families developed an Aboriginal learning space known as 'Bayingawuwa' meaning 'Garden Island'. Students were able to tell their stories embedding the 8 ways of learning philosophies through mapping and paintings.

A cultural program was created through the development of a professional partnership network. This program allowed students to attend a local school where they participated in culturally authentic programs. Students worked with the local Aboriginal Elders to create a mosaic based on the local totem.

Parents have played a significant part in supporting the Aboriginal Education program at Prairievale PS. Parents participated in a community excursion on the 'Tribal Warrior Cruise' and took part in the fortnightly cultural activities. They supported the development of Personalised Learning Plans and have built positive partnerships with their child's classroom teachers.

Through these activities and programs students have developed a strong sense of identity which has been reflected in their academic work. Attendance rates have increased and recent data has indicated that student results in literacy and numeracy have improved.

Multicultural education and anti-racism

Our Community Language Officer successfully supported parents in many ways throughout the year. She was available to assist parents with interpreting, completing forms and also formed the Parents Coffee Club – a place where parents could meet informally to discuss school, make friends and support one another. This was buoyed by the addition of a parent excursion to Madame Tussauds in term three which the parents thoroughly enjoyed.



Miss Mair and the parents enjoying Coffee Club

Parents and students also celebrated their unique backgrounds on our 30th Birthday celebrations by sharing cultural dances, songs and food.

RAM

Socio-economic background

In 2014 the school was granted **\$288000** through National Partnership Low SES School Communities funding.

Programs and initiatives included:-

- Assistant Principal – National Partnerships, five days per week, to develop quality teaching and consistent programming in English and developing skills in comprehension.
- Speech Therapy - The school employed a speech therapist from Educational Speech Pathology & Therapy Services one day a week to conduct team teaching sessions with teacher based on vocabulary development. (T3&4)
- Classroom teacher - One day per week, to co-ordinate and support the School Refugee New arrivals Program
- Core Skills: 5 School Learning Support Officers (SLSOs) were employed for an additional half an hour each day to work with targeted Year 2 and 3 students on the Core Skills Program. Each student worked with the SLSO for 10 minutes to practise camera words and word families in order to increase the basic word recognition and phonemic awareness skills for at risk students. (T3&4).
- Resources - To enhance students' learning in Literacy, Numeracy and ICT and to upgrade the school wireless network to include all classes.
- Resources – ipads purchased for all classes K-6.
- Funding allocated to provide professional learning for all staff across all Key Learning Areas.
- CLO – 11 hours per week to support community engagement among the PPS families with particular focus on the involvement of parents with Arabic and Assyrian speaking backgrounds.

Learning and Support

Three SLSOs were employed to support four students who receive targeted funding and 32 students who received support through the school's flexible funding. Flexible support included individual and small group support in class, social skill programs in the playground and working towards

individual outcomes as per students' IEPs (Individual Education Plans).

National Partnerships

The school received additional funding in Semester One from the Improving Literacy and Numeracy National Partnerships. This was used to develop programs designed to improve student outcomes in comprehension.

These programs included:

- Core Skills: 5 School Learning Support Officers (SLSOs) were employed for an additional half an hour each day to work with targeted Year 2 and 3 students on the Core Skills Program. Each student worked with the SLSO for 10 minutes to practise camera words and word families in order to increase the basic word recognition and phonemic awareness skills for at risk students. (T1&2)
- Speech Therapy: The school employed a speech therapist from Educational Speech Pathology & Therapy Services one day a week to conduct team teaching sessions with teacher based on vocabulary development. (T1&2)
- Writing Consultancy: The staff worked with a specialist consultant in the area of literacy. This allowed teachers to gain a greater understanding of the new English syllabus. Speech and PLAN data suggests that these programs have had a significant impact on student outcomes in Comprehension.

Targeted Refugee Funds

The school received additional funding to support our students who have arrived in Australia in the last 3 years from refugee and refugee like backgrounds. This was used to employ a specialist ESL teacher who was able to work with students and support staff to meet the particular educational, social and welfare needs of these students.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

The evaluative processes used include:-

- Classroom and teacher observation and feedback
- Surveys completed by teachers, students and the community
- Parent Forums

- Analysis of student achievement data including NAPLAN Data, Tracking of student achievement via the Literacy and Numeracy Continuum and School Based Student Data
- Collection of anecdotal evidence.
- Individual Teacher Professional Learning Plans

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Improve student outcomes in literacy to equal or exceed national benchmarks.

Evidence of achievement of outcomes in 2014:

- 63% of Year 3 Students in the Top 3 Bands in Grammar and Punctuation compared to 62% in local schools.
- Average school growth of 85.5 points for students in Years 3-5 compared to an average state growth of 78.4 points in Reading.
- Closed the gap between local schools and PPS from last year in the top 3 bands in Year 3 Reading
- Year 5 students able to identify a single spelling error and correct it at greater than 10% achievement than state.

Strategies to achieve these outcomes in 2014:

- Core Skills program designed to boost the basic skills of lower achieving students in Years 2 and 3.
- Professional Learning on the explicit teaching of Literacy skills based on the New English Syllabus.
- Consistent programming in literacy through:
 - Teacher observations using criterion based anecdotal records
 - Peer based teacher feedback on lesson observations
 - Using data to refine and reflect on current practice
 - Sharing and discussion regarding best practice expectations.

School priority 2

Numeracy

Outcomes from 2012–2014

Improve student outcomes in numeracy.

Evidence of achievement of outcomes in 2014:

- 5% more students achieving in the Tops 3 bands of Numeracy than in 2013.

- Average school growth of 92 points for students in Years 3-5 compared to an average state growth of 88.8 points in Numeracy.
- 10.9% of Year 3 students in the Top Band in Numeracy compared to 9.6% of local schools.

Strategies to achieve these outcomes in 2014:

- Professional Learning for the new Math Syllabus – including developing a greater understanding of the skills and strategies needs to achieve outcomes
- Successfully implemented the TEN program K-2.
- Professional Learning in and greater use of the PLAN software and Numeracy Continuum to track student achievement.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school with an emphasis on gaining their opinion in the development of a school vision. Their responses are collated and presented below.

We believe that a good school is one which. . .

Collaborates with all stakeholders and caters for individual needs to create successful and confident learners
Is inclusive where teachers, students and parents work together as a learning community to produce clear visions and goals.

We believe that a successful student is able to . . .

Work independently and as a team member.
Communicate, reason and problem solve.
Be resilient, flexible and creative.
Think critically, talk about their learning and communicate with others.
Be a respectful and engaged learner who is actively involved in their learning.

We believe an effective classroom is one in which . . .

Students are encouraged to be effective learners in a safe, fun and educational environment.
Everyone has a place. All students are treated fairly and are encouraged to succeed.
Is engaging and supports student's growth in all areas.

We believe a quality teacher is one who. . .

Is organised and knows their students
Reflects, collaborates and is always learning.
Has high expectations and provides opportunities for all students to achieve their learning goals
Believes in the capabilities of all students and understands how students learn

We believe an effective school leader is one who . . .
Leads by example and is supportive and approachable.
Communicates well with all stakeholders in a consultative manner.
Has a clear visions and goals, acknowledges staff abilities and knows how to facilitate staff growth.
Shows pride in their school and is an effective role model.
Inspires, motivates and promotes achievement.

We believe a quality teaching program is one which...
Is tailored to the learners, their abilities, progress and needs.
Supports students to achieve their goals through engaging, rich tasks.
Is flexible and shows differentiation to meet varied student achievement.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

In Term 3 of 2014, a comprehensive process was undertaken to establish strategic directions for Prairievale Public School across student learning, staff learning and professional partnerships.

An evaluation team, consisting of executive and teaching staff, ensured stakeholders were involved in this process by:
- holding focussed discussions with the P&C;
- seeking written, collaborative feedback from staff; and
- surveying and interviewing students.

The Prairievale 2015-2017 School Plan flows from the strategic directions and sets clear goals and targets for our work. It forms the basis for the school's improvement and development directions for the next three years in partnership with the parents and community.

Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what) that are to be realised through implementation of the plan.

You can find the 2015-2017 school plan at:

<http://www.prairieval-p.schools.nsw.edu.au/our-school/school-plan>



Students enjoying Jump Rope for Heart

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Nikki Perrin - Principal

Suellen Mair - Relieving Principal / Assistant Principal

Jeanette Hird - Assistant Principal

Androulla Coundouris - ESL Teacher

Jan Watling - School Administration Manager

Joeanne Melia - Classroom Teacher

Levantina Sipione - Classroom Teacher

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

