



### Messages

#### Principal's message

It has been a busy but highly productive first year at Prairievale PS. We achieved in many areas in 2012 across academic, sporting and creative arenas.

Our staff developed a school based Literacy program called LEAP (Literacy Excellence at Prairievale) which incorporated professional learning as well as Get Reading Right – an external program.

We began our Transition to School Program for our incoming Kindergarten students.

Our dance group and choir both had extremely successful performances at our Parks Area Festival and our Senior Boys softballers were PSSA champions.

As I walk around our school, I am also very proud of our students and their individual efforts each day in academic, social and behavioural capacities.

I look forward to another successful year in 2013.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Nikki Perrin - Principal**

#### P & C message

In 2012, the P & C made a significant contribution to the successful continuation of a number of programs:

- Managed the provision and sale of school uniforms each Monday morning. This also involves the enormous task of ordering, monitoring stock, monitoring quality, and following up on orders and payments;
- Managed the Scholastic Book Club, Mothers and Father's day stalls, Walk-a-thon, School disco, Mufti days and Christmas raffle;
- Provided funding for Year 6 farewell;
- Managed various morning and evening teas for school events;
- Ambulance service provided for all students; and
- Provided gifts for departing and retiring teachers and office staff.

**Tina Lopez – P&C President**

#### Student representative's message

The Student's Representative Council (SRC) is a forum where students are able to voice their opinions and assist in the decision making and governance of the

school. Students organise fundraising activities throughout the school year.

Two representatives from each class from year 2 through to year 6 meet regularly to discuss ways they would like to improve the school environment. The SRC then suggest ideas and plan for fundraising events to allow their great ideas to become reality.

The 2012 SRC organised a Jeans for Genes day fundraising event. They also raised money through cake stalls and mufti days to purchase soccer goals for Area C and individual home reading diaries. These will be available for all students to use in 2013.

The SRC also organised a movie day at the end of term 2 for all children. Each child received popcorn and soft drink and thoroughly enjoyed the day.

The SRC also organised a Halloween dress up day and were also part of the school Harmony Day assembly.

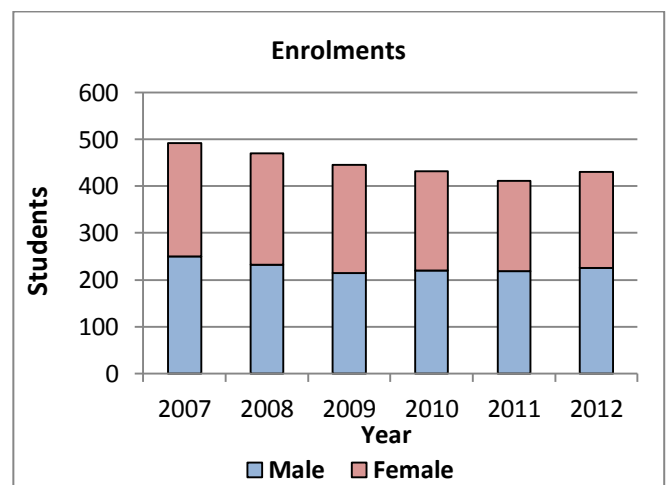
**Joanne Melia & Levantina Sipione - SRC**

### School context

#### Student information

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

#### Student enrolment profile



| Gender | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|--------|------|------|------|------|------|------|
| Male   | 250  | 232  | 214  | 220  | 218  | 225  |
| Female | 242  | 238  | 231  | 212  | 194  | 206  |

## Student attendance profile

| Year         | 2008        | 2009        | 2010        | 2011        | 2012        |
|--------------|-------------|-------------|-------------|-------------|-------------|
| K            |             | 93.3        | 94.0        | 95.5        | 92.1        |
| 1            |             | 92.3        | 92.8        | 93.9        | 92.0        |
| 2            |             | 94.5        | 94.7        | 94.4        | 94.0        |
| 3            |             | 92.9        | 94.3        | 93.4        | 95.1        |
| 4            |             | 93.0        | 93.8        | 95.9        | 94.6        |
| 5            |             | 93.4        | 95.0        | 94.3        | 93.4        |
| 6            |             | 94.5        | 94.1        | 95.6        | 92.7        |
| <b>Total</b> | <b>94.2</b> | <b>93.4</b> | <b>94.1</b> | <b>94.7</b> | <b>93.5</b> |

## Management of non-attendance

Prairievale PS actively promotes school attendance. All student absences must be explained by parents and caregivers in writing, stating the reason and the dates of the absence. These explanations must be signed and dated by the parent. Notes are provided with Arabic translations for NESB parents.

Long term and unexplained absences are followed up with either the classroom teacher making contact with parents and carers. The school has a strong relationship with the Home School Liaison Officer who attends Kindergarten Orientation days to talk to parents about the importance of attendance.

## Staff information

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

## Staff establishment

| Position                              | Number        |
|---------------------------------------|---------------|
| Principal                             | 1             |
| Assistant Principal(s)                | 4             |
| Classroom Teachers                    | 13            |
| Teacher of Community Language         | 1.8           |
| Teacher of RFF /Part Time             | 1.414         |
| Teacher of Reading Recovery           | 0.525         |
| Support Teacher Learning Assistance   | 1.2           |
| Teacher Librarian                     | 0.8           |
| Teacher of ESL                        | 1.8           |
| Counsellor                            | 1.0           |
| School Administrative & Support Staff | 3.222         |
| <b>Total</b>                          | <b>29.761</b> |

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The School does not currently employ any Indigenous staff members.

## Staff retention

There was a high turnover of executive staff due to merit selection positions to begin in 2012. The school welcomed a new Principal and Assistant Principal.

Two staff members were offered transfers and one teacher retired at the end of 2011.

## Teacher qualifications

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

| Qualifications    | % of staff |
|-------------------|------------|
| Degree or Diploma | 72%        |
| Postgraduate      | 18%        |

## 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      | 30/11/2012       |
| <b>Income</b>                  | \$               |
| Balance brought forward        | 235615.09        |
| Global funds                   | 248605.20        |
| Tied funds                     | 130454.60        |
| School & community sources     | 93031.14         |
| Interest                       | 10556.38         |
| Trust receipts                 | 29490.46         |
| Canteen                        | 0.00             |
| <b>Total income</b>            | <b>747752.87</b> |
| <b>Expenditure</b>             |                  |
| Teaching & learning            |                  |
| Key learning areas             | 40845.10         |
| Excursions                     | 39790.13         |
| Extracurricular dissections    | 28073.31         |
| Library                        | 8081.46          |
| Training & development         | 1715.85          |
| Tied funds                     | 99775.78         |
| Casual relief teachers         | 58714.95         |
| Administration & office        | 67130.12         |
| School-operated canteen        | 0.00             |
| Utilities                      | 51271.71         |
| Maintenance                    | 21913.39         |
| Trust accounts                 | 31940.05         |
| Capital programs               | 7552.92          |
| <b>Total expenditure</b>       | <b>456804.77</b> |
| <b>Balance carried forward</b> | <b>290948.10</b> |

A full copy of the school's 2012 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 2012

### Academic Achievements

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*.

### Aboriginal education

In 2012, all Aboriginal students had Individual Education Plans developed by their classroom teachers; *Acknowledgement of Country* continues as a regular opening to all assemblies and special occasions at Prairievale Public School.

NAIDOC Day was also recognised and celebrated in Term 2. Aboriginal perspectives were included in all programs across the school.

Staff were trained in the 8 ways of learning. The 8 Aboriginal Ways of Learning is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques.

Teaching through Aboriginal processes and protocols, not just Aboriginal content validates and teaches through Aboriginal culture and may enhance the learning for all students.

### Multicultural education

We have a school population that is 90% NESB with over 35 different languages being spoken by families attending our school. We also had a large number of refugee students enrolled at the school in 2012. We had a targeted support program for these students funded by the department to assist them in settling in to Australian school life.

We continued to teach our 3 community languages – Assyrian, Vietnamese and Spanish and these teachers were highly involved in our school community. We also received funding to employ a Community Liaison Officer for 2 days a week for our Assyrian Community. Mrs Antoanet Warda was seen as a crucial link between school and community.

To support cultural understanding in our community, we had a funded Community Links program. This program consisted of a series of meetings for parents from culturally diverse backgrounds on topics ranging from helping with homework and safety on the internet. We also held Families in Cultural Transition Meetings to assist families in settling in to Australia.

We held Harmony Day celebrations in March where we celebrated our multicultural heritage.

### Transition to School Through Literacy

The program was developed by staff at the school. It was intended to assist new Kindergarten children and their parents in building the quality relationships that become the foundation of good learning in years to come. It allowed parents and children to become connected with the school, develop peer relationships and become school community members.

Intended outcomes:

- Develop a high level of self-confidence in starting school.
- Have effective social skills to interact with confidence with peers and teachers.
- Be able to ask for help and ask questions whenever necessary.
- Listen and follow instructions.
- Have good eye-hand coordination skills (handling scissors and correct pencil grip.)
- Acquire basic understanding in literacy concepts.

Students attended 8 weekly lessons with a parent or guardian. The sessions were 45mins in duration and ran in two small groups where both the student and the accompanying adult participated in literacy activities. Parents were given information about the importance of language and reading skills.

The program ran for two terms (3 and 4) with 20 students in total. 19 of these students that attended the program now attend Kindergarten at PPS.



## Progress on 2012 targets

### Target 1

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

Our achievements include:

- 96.6% of Year 3 students at or above minimum standards in NAPLAN Writing
- 94.9% of Year 3 students at or above minimum standards in NAPLAN Spelling
- 92.9% of Year 5 students at or above minimum standards in NAPLAN Spelling

### Target 2

Improve student outcomes in numeracy

Our achievements include:

- 89.5% of Year 3 students achieving Band 2 or higher in NAPLAN Numeracy.
- 85.7% of Year 5 students achieving Band 4 or higher in NAPLAN Numeracy.

## School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of English.

### Background

We modified our English program in 2012. Our Professional Development and programming became more focused at a school level with LEAP (Literacy Excellence at Prairievale) rather than the external GRR Get Reading Right program.

### Findings and conclusions

Based on teacher and student feedback, results showed:

- The majority of teachers would like time to consolidate new programs and strategies learnt during professional learning.
- Most teachers felt that they gained a high level of understanding of what was expected to be taught in each grade and that they had a stronger understanding of Literacy K-6.
- All staff are now using Learning Intentions and Success Criteria to plan lessons and agree that this is an integral part of the literacy program.

- Vocabulary continues to be the area which students require most assistance.

### Future directions

- Staff will continue to implement Learning Intentions and Success Criteria into all programs. This will be the focus of discussions in Planning Days and Team Meetings.
- The LEAP program will be consolidated and integrated into TPL targeted at the Australian Curriculum in 2013.
- Prairievale PS will employ an Educational Speech Therapist for one day a week in 2013. Improved vocabulary skills will be a focus area in the team teaching sessions.



## Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The outcomes of the data collection of parents indicated that parents feel confident in the school's ability to provide high quality teaching and learning programs. Parents indicate that they feel they are well-informed of school activities and events.

Other areas that received positive comments included the parent workshops that were run by the multicultural team, the workshops run by staff to show parents how to help their child at home with maths and the school's positive interaction with parents and the community.

Positive feedback was received about the school website which the school continues to develop to keep the community informed regarding school activities.

Homework and Breakfast Club continued to be run at the school and were well supported by staff, students and parents. The decision in 2012 to make Breakfast Club free was widely praised by the school community.

### Professional learning

All teachers participate in weekly professional learning activities that focus on improving student learning outcomes.

In addition to regular team and staff meetings, teachers were given opportunities to develop the quality of their teaching through demonstration, team teaching and individualised professional plans developed through personal and school goal setting.

Consultancy support through Best Start, Centre for Excellence and the DEC was provided for all teachers.

### School planning 2012–2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1

#### Outcome for 2012–2014

Improved student outcomes in literacy to equal or exceed national benchmarks

#### 2013 Targets to achieve this outcome include:

Year 3 NAPLAN Literacy

- 95% of students achieving greater than or equal to band 2

- 35% of students achieving band 5 or 6

- 10% of students achieving band 6

Year 5 NAPLAN Literacy

- 97% of students achieving greater than or equal to band 4

- 26% of students achieving band 7 or 8

- 8% of students achieving band 8

#### Strategies to achieve these targets include:

- Developing further consistency of teacher judgment through using LISC, common assessment tasks and moderating student work samples.

- Employ a speech therapist with a focus on vocabulary development and comprehension.
- Ongoing analysis of NAPLAN results to assist school direction in the teaching of literacy.
- Dedicated reading sessions:  
Stage groups with the same reading time daily and team teaching with support staff

### School priority 2

#### Outcome for 2012–2014

Improved student outcomes in numeracy

#### 2013 Targets to achieve this outcome include:

Year 3 NAPLAN Numeracy

- 92% of students achieving greater than or equal to band 2

- 20% of students achieving band 5 or 6

- 10% of students achieving band 6

Year 5 NAPLAN Numeracy

- 96% of students achieving greater than or equal to band 4

- 18% of students achieving band 7 or 8

- 8% of students achieving band 8

#### Strategies to achieve these targets include:

- Developing further consistency of teacher judgment through using LISC, common assessment tasks and moderating student work samples.
- Dedicated numeracy sessions:  
Stage groups with the same numeracy time daily and team teaching with support staff



### 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         | Assistant Principal   |
| Kerrie Lawrence      | Assistant Principal   |
| Kim Dyga             | Assistant Principal ® |
| Jeanette Hird        | Assistant Principal   |
| Androulla Coundouris | ESL Teacher           |
| Jan Watling          | School Admin Manager  |
| Tina Lopez           | P&C President         |
| Joanne Melia         | Classroom Teacher     |
| Levantina Sipione    | Classroom Teacher     |

### School contact information

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School Code: 4554

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

<http://www.schools.nsw.edu.au/asr>