



# Prairievale Public School Annual School Report

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Education & Communities

School code 4554

## Messages

### Principal's message

It has been another busy and productive year at Prairievale PS.

In alignment with our school plan, throughout 2013 we continued to focus heavily on improving student learning outcomes using a whole school approach to professional learning, with an emphasis on quality teaching and the implementation of the new English Syllabus for the National Curriculum.

National Partnership Funding provided additional opportunities to develop and implement student centered educational programs and practices including the employment of a speech therapist one day a week.

We continued our Transition to School Program for our incoming Kindergarten students with excellent results.

Our dance group and choir both had extremely successful performances at our Parks Area Festival and the dance group also proudly represented the school at the Regional Dance Festival.

I look forward to another successful year in 2014.

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 2013, the P & C continued to make significant contributions to the success of programs within the school:

- Managed the Scholastic Book Club, Mothers and Father's day stalls, Walk-a-thon, School disco, Mufti days and Chocolate drive;
- Provided funding for Year 6 farewell;
- Managed various morning and evening teas for school events; and
- Provided gifts for departing and retiring teachers and office staff.

This year the P&C handed over operation of the Uniform Shop to the School.

We would like to thank the community for their support and look forward to working with them again in 2014.

**Brian Martin – P&C President**

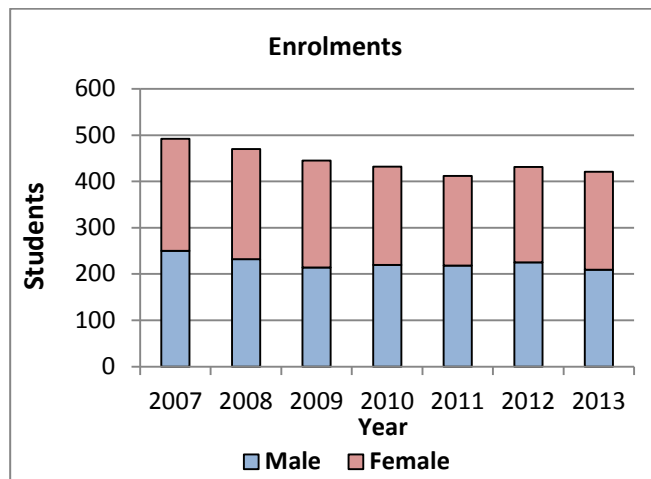


## School context

### 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	2013
Male	250	232	214	220	218	225	209
Female	242	238	231	212	194	206	212

### Student attendance profile

Year	2009	2010	2011	2012	2013
K	93.3	94.0	95.5	92.1	92.8
1	92.3	92.8	93.9	92.0	93.6
2	94.5	94.7	94.4	94.0	94.6
3	92.9	94.3	93.4	95.1	94.8
4	93.0	93.8	95.9	94.6	95.6
5	93.4	95.0	94.3	93.4	94.4
6	94.5	94.1	95.6	92.7	94.8
<b>Total</b>	<b>93.4</b>	<b>94.1</b>	<b>94.7</b>	<b>93.5</b>	<b>94.4</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, Assistant Principal or Principal making contact with parents and carers. The school has a strong relationship with the Home School Liaison Officer who visits the school regularly to assist with attendance.

The school held several attendance weeks designed to promote positive attendance and raise awareness in the community. Data showed that this strategy was very successful and will continue in 2014.

## 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	0.63
LaST	1.3
Teacher Librarian	0.8
Teacher of ESL	2.2
Counsellor	1.0
School Administrative & Support Staff	3.222
<b>Total</b>	<b>31.311</b>

The School currently employs one indigenous staff member as a School Learning and Support Officer.

## Staff retention

There was a high level of staff retention in 2013. Two staff members received transfers and these positions were filled through the graduate recruitment program and merit selection.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0
NSWIT Accreditation	27

## 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	30/11/2013
<b>Income</b>	\$
Balance brought forward	290948.10
Global funds	256358.47
Tied funds	191605.24
School & community sources	126162.74
Interest	10293.03
Trust receipts	27170.35
Canteen	0.00
<b>Total income</b>	<b>902537.93</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	27440.62
Excursions	31782.35
Extracurricular dissections	61175.86
Library	5188.18
Training & development	235
Tied funds	133211.36
Casual relief teachers	104164.27
Administration & office	100456.12
School-operated canteen	0.00
Utilities	54037.45
Maintenance	46580.46
Trust accounts	24478.73
Capital programs	6962.50
<b>Total expenditure</b>	<b>595712.90</b>
<b>Balance carried forward</b>	<b>306825.03</b>

A full copy of the school's 2013 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 2013

### 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 (Prairievale Public School) 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.



### National Partnerships

The school received some additional funding in Semester Two 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.
- 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.

Early data suggests that these programs have begun to have a significant impact on student outcomes in Comprehension.



## School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. Throughout 2013 data was obtained and collated from:

- NAPLAN Data
- Tracking of student achievement via the Literacy and Numeracy Continuum
- School Based Student Data
- Staff, Parent and Student Surveys
- Reciprocal Classroom Visits and Reflections Time
- Individual Teacher Professional Learning Plans
- Literacy Snapshot by external consultants
  - Interviews with staff and students
  - Document analysis
  - Data analysis
  - Classroom visits

### Progress on 2012 - 2014 targets

#### Target 1

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

Evidence of progress towards outcomes in 2013:

- Closed the gap between state and PPS from last year in the top 2 bands by 2% in Year 3 Reading
- Higher percentage than the state in the top 2 bands in Year 3 Writing
- Closed the gap between local schools and PPS from last year in the top 2 bands by 5% in Year 5 Writing
- On par with the state in the top 2 bands in Year 5 Spelling
- Closed the gap between state/ local schools and PPS from last year in the top 2 bands by 9% in Year 5 Grammar and Punctuation

Strategies to achieve these outcomes in 2014 include:

- Developing further consistency of teacher judgment through using LISC, common assessment tasks and moderating student work samples
- 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
- Continuing to implement the Core Skills Program

#### Target 2

Improve student outcomes in numeracy

Evidence of progress towards outcomes in 2013:

- Closed the gap between the state and PPS from last year in the top 2 bands by 16% and within 3% of local schools in top 2 bands in Year 3 Number, Patterns and Algebra
- Closed the gap between state and PPS from last year in the top 2 bands by 8% in Year 3 Measurement, Data, Space and Geometry
- Closed the gap between local schools and PPS from last year in the top 2 bands by 5% in Year 5 Measurement, Data, Space and Geometry

Strategies to achieve these outcomes in 2014 include:

- TPL for the new Math Syllabus
- Implement the TEN program K-2
- Dedicated numeracy sessions:
  - Stage groups with the same numeracy time daily.
  - Team teaching with support staff



#### Professional learning

During 2013 all teaching staff engaged in a range of professional learning activities during Staff Development Days, Co-operative Planning Days and targeted professional learning opportunities.

The professional learning included:

- All staff cooperatively evaluated, developed and refined reading and comprehension programs to determine student achievement levels. This drove explicit and systematic teaching and learning programs.
- All staff observed demonstration of best practice, which was followed by team teaching and shared reflection opportunities for professional dialogue.

- Prairievale Public School also introduced professional learning to support the introduction and implementation of the NSW K-6 English Syllabus for the Australian Curriculum.

### Parent, student, and teacher satisfaction

In 2013 the school sought the opinions of parents, students and teachers about the school with a particular emphasis on the Learning Support Team and learning adjustments.

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 differentiated learning. Parents indicate that although they are informed of student progress, more could be done to have a true partnership in their child's education.

Staff felt well supported in their ability to create individual learning plans this year. They indicated that they valued planning time with the Learning and Support Teacher. They also had greater input into Learning Support Team Decision making in regards to students in their class.

All stakeholders felt that the Learning Support Team had taken on a higher profile in 2013 and was now better equipped to support student learning into the future.

Students enjoyed lessons that had been modified to their levels in both Reading and Maths groups. They felt happy when they were able to achieve success in their classroom activities



### 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
Natalie Piccinin	Relieving 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
Brian Martin	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>