

# PRAIRIEVALE PUBLIC SCHOOL Annual Report



2015



## Introduction

The Annual Report for 2015 is provided to the community of Prairievale 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.

**Nikki Perrin**  
Principal



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## School background

### School vision statement

#### **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 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 tasks.

Is flexible and shows differentiation to meet varied student achievement.

## School context

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 19 students of Aboriginal background, which represents 2% of enrolled students.

Our parents, students and staff embrace our Special Education Unit which consists of three Autism classes.

Our school is staffed by one Principal, five 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 Student Learning Support Officers (SLSO).

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

A comprehensive process was undertaken to evaluate the schools' strategic directions aligned to the School Excellence Framework. This process consisted of the Executive team outlining key processes within each strategic direction and linking them to the School Excellence Framework.

A school evaluation team will continuously evaluate school based programs and key initiatives against the framework and will use this information to support effective teaching and learning practices within the school to improve student learning and achievement.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.





## Strategic Direction 1

Delivering high quality education for all students.

### Purpose

To develop independent, confident students who are empathetic, resilient, honest, aspirational and respectful.

To maximise success for all students through the provision of collaborative, rich, engaging learning environments.

### Overall summary of progress

There was a strong emphasis on Differentiation and Engagement throughout all Professional Development in 2015. Staff met regularly with outside consultancy staff to gain a better understanding of Writing through investigation of the syllabus and continuum, lesson observations and analysis of work samples for assessment and further planning. Teachers introduced Learning Intentions as a part of their lessons and linked these closely with the introduction of data walls in classrooms. Formative Assessment was also a high priority as teachers took on a project to trial new ways of ensuring that all students were working to their capacity. All classrooms are now using formative assessment strategies as a regular part of everyday lessons.

The TEN and TOWN programs, along with the K-2 and 3-6 instructional leaders allowed staff to have a greater understanding of meeting the individual needs of students in numeracy by demonstrating strategies to identify where students are at and where they need to move to next with a particular emphasis on using the Continuum to track student progress.

Prairievale PS implemented a range of strategies in 2015 to promote participation and engagement of all students. This included introducing a variety of extra-curricula activities such as dance groups, choir, sports and games club. Attendance was encouraged through communication with parents and events such as Attendance week where the class with the best attendance was rewarded with a pizza party.



Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Increased student engagement through the use of individualised learning intentions and personal goals for students.	<p>Teachers investigated and developed a variety of formative assessment strategies, using them successfully in the classroom. The teachers shared these strategies with one another during classroom visits and professional dialogue with stage members and professional learning team leaders. Teachers also incorporated Learning Intentions and Success Criteria into classroom practice. They provided lessons with clear directions that students could understand and use to guide them towards the intended outcomes.</p> <p>Reading projects were successfully completed. All teachers developed and applied selected reading strategies in the classroom and recorded the value added. They then shared this at a staff meeting, discussing evidence of the effects of the strategy they used.</p>	\$201000
Evidence of an upward trend in NAPLAN and PLAN data in English and Maths.	<p>NAPLAN results in Year 3 show a drop for students in Band 1 and an increase in students in Band 4. In year 5, students in bands 7 and 8 have increased and student numbers in bands 3 and 4 have dropped.</p> <p>School TOWN data shows an increase in students attaining expected or above levels in Place Value from 12% in March to 44% in November. Students attaining expected or above levels in Multiplication and Division rose from 43% in March to 62% in November.</p> <p>All staff received professional development by literacy consultants, TRIO. Student reading levels were targeted and a whole school approach focusing on explicit teaching of reading strategies was implemented.</p>	\$58000

## Next steps

- Ongoing professional learning with external consultants in the Area of Literacy to build a stronger understanding in Reading.
- Professional Development in the Areas of Formative Assessment, Learning Intentions and Data Walls and ensuring that these are evident across the school by the end of 2016.
- Increased focus on the understanding and use of data to drive future planning.
- Implementing the Wellbeing Framework to support student engagement and achievement.
- Implement a new behaviour management plan K-6.

## Strategic Direction 2

Developing teaching excellence and leadership capacity in all staff

### Purpose

To target the needs of our students through the provision of quality staff learning, reflective of their individual needs, current learning theory and a commitment to individual and collective efficacy.

### Overall summary of progress

In 2015 a new Professional Learning Format was established. This involved executive staff leading Professional Learning Teams across the school as Professional Learning Leaders. Professional Learning was delivered in Staff meetings and then Leaders supported its implementation at the classroom level through observations, team teaching, meetings and professional dialogue.

Professional Learning was based around school goals, personal (PDP) goals and was aligned to the National Teacher Standards

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Curriculum programs and teaching practices effectively demonstrate that the teacher is aware of the knowledge, understanding and skills of all students, and cater for this using engaging and differentiated teaching practices.	Staff worked to develop a deeper understanding of the value of a differentiated classroom through staff meetings and professional dialogue with stage and professional learning team leaders. Classroom practises reflected the individualised nature of the class program in catering for the student's individual needs. Evidence of this was seen in the use of data walls, giving the students ownership of their learning and an understanding of where to next.	\$201000
Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning.	TOWN assessment data 3-6 collected and analysed each semester. Student needs in place value and multiplication and division identified and differentiated programs delivered.  All staff received professional development by literacy consultants, TRIO. Teachers participated in a reading project to gather data to inform planning.	

### Next steps

- Establishment of School Plan Project Teams to strengthen school targets whilst empowering and growing leadership amongst staff at all levels.
- Continued focus on staff leading the agenda and focus of School Professional learning.
- Greater emphasis on staff training in the use of data and evidence to drive Professional Learning.
- All staff to work with TRIO consultants to develop shared understandings around planning, teaching and assessment in literacy.
- Ongoing Professional Development in the areas of Formative Assessment, Learning Intentions, Data Walls, Rubrics and Data.

## Strategic Direction 3

Developing collaborative, rewarding professional partnerships.

### Purpose

To maximise outcomes for students and to provide quality professional knowledge for staff through building authentic, collaborative relationships with:

- Students;
- Parents;
- DEC personnel;
- Our community of schools;
- Our local preschools;
- Outside experts; and
- All members of the Prairievale staff.

### Overall summary of progress

In 2015, the Assyrian Community Liaison Officer had a major role in the development of positive relationships within the school community. Parent numbers at events such as morning teas and the continuation and growth of the Coffee Club were positive examples of continued support for the school in the parent community. A second CLO was also employed in the second part of the year to support the Pacific Islander community.

Improved social media communications were introduced in 2015 in an endeavour to create greater opportunities to communicate with the school community. Both the Skoolbag app and the school Facebook page were utilised to disseminate information and share successes throughout the year.

School partnerships were supported through a strong relationship with St Johns Park HS. SJPHS provided the school with a music teacher for 1.5 days per week and also worked closely with the school in Maths and the Speech Program.

Parent Workshops were held regularly on areas such as Maths, Technology, homework and Speech. These were well attended by parents and positive feedback was received.

A speech therapist was employed initially for one day per week and then increased to two days. The focus initially was on teacher development in building language skills and then moved into small group intervention to develop "at risk" student's vocabulary skills.

The transition to school program - now in its 4<sup>th</sup> year - continued to run successfully across two terms hosting 20 students starting school in 2016.





Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Parents regularly attend and support school based activities and initiatives.	<p>Coffee Club ran every Friday from 9-10 and averaged 5-8 parents each week.</p> <p>The End of Year Coffee Club Lunch hosted 26 parents at Lizard Log Park. Parents cooked and provided over two tables of food from a variety of cultures.</p> <p>Parent numbers at school events were positive with estimates showing an average of 50-60 parents attending occasions such as the Easter Hat Parade, Multicultural Day and Sports Carnivals.</p>	\$20000
The local community stays well informed through regular and planned communications	<p>Over 50 downloads of the Skoolbag app were reported in 2015. This represents approximately 16% of families in the school.</p> <p>The school website averaged above 30 unique views each week.</p>	\$500
Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.	<p>100% of students were screened by the Speech Therapist in 2015. Over 50 individual students participated in withdrawal groups throughout the year.</p> <p>6 parent workshops were held in 2015 on a variety of areas including Technology, Homework and Maths. An average of 20 parents were in attendance. Feedback was positive and parents communicated that they would like regular workshops to continue in 2016.</p>	\$24000

### Next steps

- Both the Assyrian and Pacific Islander CLOs will be involved in promoting parent participation in all school activities and events.
- Coffee Club will continue to run and look at developing a closer relationship with P&C within the school.
- Speech will continue to run two days per week with a focus on student's vocabulary skills.
- St John's Park High School will continue to provide a music teacher for one day per week. The two schools will work closely together to build strong relationships particularly for students in the middle years.
- 2016 will have a stronger emphasis on promotional and communication skills through social media and local media outlets.
- Regularly scheduled parent workshops will be planned throughout 2016. Parent input will be sought to select workshop topics.
- Transition to school with operate in Terms 3 and 4 in 2016.



## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>All students in collaboration with their parents/ care givers had PLP's developed which focused on their individual educational and cultural needs. Teachers were provided with professional learning in embedding cultural perspectives with the support of an Aboriginal Community Liaison Officer (ACLO).</p> <p>Parent involvement increased throughout the year with the development of the Bayingawuwa garden where traditional bush tucker plants were planted and established. Students participated in cultural days provided by the Aboriginal committee where they explored their family connections through the visual arts.</p>	\$5524
<b>English language proficiency funding</b>	EALD staff attended Professional Learning on supporting language development of EALD students in classrooms. They assisted staff to develop programs designed to meet the language needs of EALD students across all KLAS.	\$181870
<b>Targeted students support for refugees and new arrivals</b>	EALD staff continued to facilitate staff to support new arrival and refugee students in classrooms. Year 3-6 newly arrived students were withdrawn into smaller learning groups for literacy each morning session to assist in basic language acquisition. K-2 newly arrived students were supported with SLSO staff to assist in classroom activities. 23 students were targeted for additional support in 2015.	\$33000
<b>Socio-economic funding</b>	<p>Executive staff were released as Professional Learning Leaders (PLL) for 1-2 days per week to lead Professional Learning Teams. PLLs facilitated professional learning in the areas of Learning Intentions, goal setting, formative assessment and were instrumental in the implementation of the newly developed Professional Development Plans. PLLs conducted professional dialogue, lesson observations and team teaching sessions. Practices throughout the school have shifted significantly as seen through lesson observations and reflective journals.</p> <p>An instructional Leader 3-6 in Maths was employed 3 days per week to assist staff in better understanding the Numeracy Continuum and to implement the TOWN program. All 3-6 staff were trained in the TOWN strategies and these strategies have been implemented into classroom programs. 3-6 staff also have a stronger understanding of the maths syllabus and numeracy continuum, therefore PLAN data has become more accurate when used to track student progress.</p> <p>An Assyrian CLO was employed from the beginning of the year to further develop relationships amongst the community. The CLO has been integral in the development of the Coffee club and increasing parent participation in the school. In Semester 2 a Pacific Islander CLO was also employed to build stronger connections with the community. This was highly valued by the community and culminated in the students presenting a cultural dance for Presentation Day.</p> <p>A speech therapist was employed initially for one day per week and then increased to two days. She has slowly changed the focus from staff development to student vocabulary skills in small group sessions. During 2015, every student had access to the Speech Therapist either through whole class lessons or small group intervention.</p> <p>Consultants were employed to deliver Professional Learning in the area of Writing in 2015. Staff were released for a half day each term to gain a greater understanding of the new syllabus and to identify best practice in teaching Writing. Teachers watched demonstration lessons, used work samples to develop consistency of judgment in assessment and reporting and improved lesson planning and programming strategies.</p> <p>Staff were employed to run a "Reading Recovery" style program called Radical Reading. This ran 5 days a week, for small groups of students up to Year 4 who are 'at risk' in reading. In total, 40 students attending the program during 2015 with students growing at an average of 5-9 levels in the program.</p>	\$412352

<p><b>Low level adjustment for disability funding</b></p>	<p>The learning support team implemented whole school practices to support students in their academic, social, physical and emotional needs. The school implemented a whole school tracking system to determine the level of support for individual students across the school. This information was also used to collect information for the NCCD.</p> <p>The learning support team identified students who required adjustable support programs and provided additional SLSO support to cater for these students. 13 classes received additional SLSO support throughout the year. Classroom teachers evaluated the SLSO support and its impact each term.</p> <p>A social skills program was established at playground breaks by the SLSO's which significantly decreased the amount of reportable behaviour concerns on the playground during these times.</p>	<p>\$46240</p>
<p><b>Support for beginning teachers</b></p>	<p>Regular meetings were held to induct and support beginning teachers seeking accreditation. Teachers unpacked the National teaching standards to gain a deeper understanding. Teachers also attended Professional development through Western Sydney University. Three teachers completed Accreditation reports.</p>	<p>\$19466.45</p>

Other school focus areas	Impact achieved this year	Resources (annual)																																																																
<p><b>Early Action for Success</b></p>	<p>At Prairievale Public School, the Early Action for Success strategy aims to improve students' performance through a targeted, tiered approach in the early years Numeracy (K-2). The strategy involves early identification of the level of attainment of each individual child (K-2) and tailoring a differentiated program of learning to address students' needs.</p> <p><b>Table 1: Percentage of Kindergarten to Year 2 students at each stage in Early Arithmetical Strategies at January and December 2015</b></p> <table border="1" data-bbox="411 1099 1286 1256"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Total Students</th> <th colspan="2">Emergent</th> <th colspan="2">Perceptual</th> <th colspan="2">Figurative</th> <th colspan="2">Counting On &amp; Back</th> <th colspan="2">Facile (flexible)</th> </tr> <tr> <th>Jan</th> <th>Dec</th> <th>Jan</th> <th>Dec</th> <th>Jan</th> <th>Dec</th> <th>Jan</th> <th>Dec</th> <th>Jan</th> <th>Dec</th> <th>Jan</th> <th>Dec</th> </tr> </thead> <tbody> <tr> <td><b>Kindergarten</b></td> <td>47</td> <td>50</td> <td>61.70%</td> <td>2.00%</td> <td>38.30%</td> <td>16.00%</td> <td>0.00%</td> <td>34.00%</td> <td>0.00%</td> <td>48.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> <tr> <td><b>Year 1</b></td> <td>53</td> <td>54</td> <td>3.77%</td> <td>1.85%</td> <td>39.62%</td> <td>3.70%</td> <td>39.62%</td> <td>14.81%</td> <td>16.98%</td> <td>64.81%</td> <td>0.00%</td> <td>14.81%</td> </tr> <tr> <td><b>Year 2</b></td> <td>53</td> <td>56</td> <td>0.00%</td> <td>0.00%</td> <td>24.53%</td> <td>0.00%</td> <td>24.53%</td> <td>1.79%</td> <td>49.06%</td> <td>55.36%</td> <td>1.89%</td> <td>42.86%</td> </tr> </tbody> </table> <p>The percentage of Kindergarten students most in need of support in early counting strategies had been reduced from 61.70 per cent to 2 per cent. In Kindergarten, 97.87 per cent of students had achieved the end-of-year standard in early number learning six months ahead of expectations.</p> <p>In Year 1, the percentage of students in need of support in early counting strategies has been reduced from 43.40 per cent to 5.56 per cent. 81.48 per cent of students had met or exceeded mid-year standards in numeracy.</p> <p>In Year 2, the percentage of students in need of support in early counting strategies has been reduced from 49.06 per cent to 1.79 per cent. 70.91 per cent of students had met or exceeded mid-year standards in numeracy.</p> <p>The major success of the year was 82 per cent of Kindergarten students had surpassed syllabus counting expectations by the end of the year.</p>		Total Students		Emergent		Perceptual		Figurative		Counting On & Back		Facile (flexible)		Jan	Dec	Jan	Dec	Jan	Dec	Jan	Dec	Jan	Dec	Jan	Dec	<b>Kindergarten</b>	47	50	61.70%	2.00%	38.30%	16.00%	0.00%	34.00%	0.00%	48.00%	0.00%	0.00%	<b>Year 1</b>	53	54	3.77%	1.85%	39.62%	3.70%	39.62%	14.81%	16.98%	64.81%	0.00%	14.81%	<b>Year 2</b>	53	56	0.00%	0.00%	24.53%	0.00%	24.53%	1.79%	49.06%	55.36%	1.89%	42.86%	<p>\$185165.85</p>
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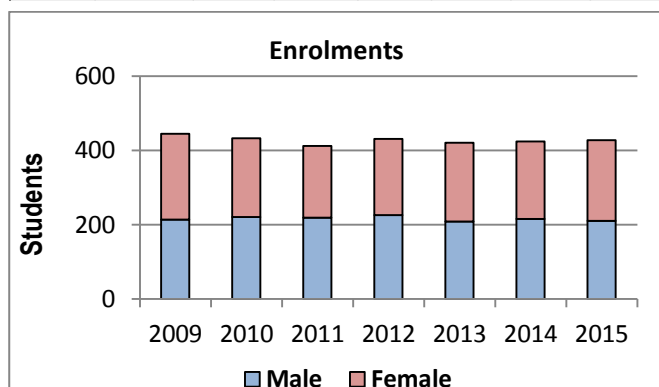


## Student information

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

### Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	214	220	218	225	209	215	210
Female	231	212	194	206	212	209	217



### Student attendance profile

Year		2010	2011	2012	2013	2014	2015
School	K	94.0	95.5	92.1	92.8	95.5	94.6
	1	92.8	93.9	92.0	93.6	94.4	92.1
	2	94.7	94.4	94.0	94.6	95.4	93.1
	3	94.3	93.4	95.1	94.8	95.5	93.1
	4	93.8	95.9	94.6	95.6	96.7	94.5
	5	95.0	94.3	93.4	94.4	95.7	94.9
	6	94.1	95.6	92.7	94.8	95.2	94.7
	<b>Total</b>	<b>94.1</b>	<b>94.7</b>	<b>93.5</b>	<b>94.4</b>	<b>95.5</b>	<b>93.9</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	0.0
Assistant Principal(s)	4.0
Classroom Teacher(s)	18.0
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
Teacher of ESL	1.8
School Counsellor	0.3
School Administrative & Support Staff	6.22
Other positions (IL)	1.0
<b>Total</b>	<b>35.42</b>

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
Undergraduate degree or diploma	100
Postgraduate degree	4

### Professional learning and teacher accreditation

In 2015, 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 2015 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.

### Beginning Teachers

Regular meetings were held to induct and support beginning teachers seeking accreditation. Teachers unpacked the National teaching standards to gain a deeper understanding. Teachers also attended Professional development through Western Sydney University. Three teachers completed Accreditation reports.

In 2015, two beginning teachers were permanently appointed to Prairievale Public School and accessed Beginning Teacher Professional Learning Funds to support their professional development.

Funds were also allocated to support 2014 permanently appointed teachers as well as temporary teachers working towards accreditation

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	451839.58
Global funds	327153.76
Tied funds	849628.19
School & community sources	130165.79
Interest	17702.77
Trust receipts	21924.60
Canteen	0.00
Total income	1798414.69
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	13450.71
Excursions	27772.47
Extracurricular dissections	45571.54
Library	5520.19
Training & development	0.00
Tied funds	571451.96
Casual relief teachers	106082.23
Administration & office	93227.92
School-operated canteen	0.00
Utilities	51947.75
Maintenance	19862.87
Trust accounts	24519.05
Capital programs	16290.16
Total expenditure	975696.85
<b>Balance carried forward</b>	<b>822717.84</b>

## Policy requirements

### Aboriginal education

All students in collaboration with their parents/ care givers had PLP's developed which focused on their individual educational and cultural needs. Teachers were provided with professional learning in embedding cultural perspectives with the support of an Aboriginal Community Liaison Officer (ACLO).

Parent involvement increased throughout the year with the development of the Bayingawuwa garden where traditional bush tucker plants were planted and established.

Students participated in cultural days provided by the Aboriginal committee where they explored their family connections through the visual arts.

### 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.

Harmony Day was fully supported and students dressed in orange and discussed how despite our many varied backgrounds and cultures, we are a unified and peaceful school.

Throughout the year, Assyrian, Spanish, and Pacific Islander Dance groups entertained the school and students were encouraged to share their cultures through planned activities such as Multicultural Day. This was well supported by the local community.

## 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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In response to the school looking at updating the school management policy, opinions were sought from parents, staff and students regarding behaviour management at Prairievale PS.

Overall, all stakeholders were keen to seek an alternative way to reward positive than the current dot system.

Staff were happy with the amount of support from the school in regard to dealing with behaviour issues. They sought clarification on school rules and methods with dealing with consequences in the classroom and playground.

Parents supported the school in dealing with behaviour management issues and cited that communication with parents when dealing with inappropriate behaviours in students was extremely important to them.

Students liked when they had tangible evidence of positive behaviour to show their parents such as receiving dojo points (in particular if the dojo chart had been shared at home) and merit awards.