School context statement

Premer Public School is situated on the Coonabarabran Rd approximately one hour drive from the centres of Gunnedah, Coonabarabran and Quirindi.

It is set in an idyllic location of the rich farming area of the Liverpool Plains.

The school has a dynamic staff and community representation and delivers quality teaching. The school has an excellent bank of resources and is funded through several equity programs community groups and government initiatives.

The students are friendly and have a wonderful work ethic, instilled in them by their teachers and parents. Their desire to do well is highlighted in this report with many remarkable achievements.

Principal’s message

This year has been another successful and exciting year in terms of growth and achievement. Mr Easey entered his second year as the K-2 teacher. Our dedicated and caring staff are always committed to supporting all students’ individual learning needs while providing a range of innovative and relevant programs. The support of the community remains strong and the Equity funding programs have allowed our school the opportunity for innovation.

Together with encouragement, quality teaching and high expectations we have driven improvement in student outcomes.

Developing talents in academic, artistic, cultural and sporting domains and the provision of leadership opportunities have created a culture of success.

The school has built its capacity through innovative programs, conscientious staff and committed parental involvement. I would like to thank staff, parents and the community for supporting the school and providing opportunities to be involved in the local community in a positive way which benefits all concerned.

I am excited and look forward to implementing the new school reforms which include; Great Teachers, Inspired learning, Rural and Remote Schools, Every Student Every School. These reforms will build on improving educational opportunities for all students. Local Schools Local Decisions will also provide a platform for strategic innovation which will further enhance our small school.

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

Judith Cameron; Principal.
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td>11</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>12</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.4</td>
<td>96.2</td>
<td>89.7</td>
<td>93.5</td>
<td>96.1</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>99.2</td>
<td>88.3</td>
<td>95.0</td>
<td>95.3</td>
<td>96.1</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>na</td>
<td>90.9</td>
<td>93.2</td>
<td>94.6</td>
<td>95.9</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td>na</td>
<td>97.5</td>
<td>94.6</td>
<td>95.7</td>
<td>97.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.8</td>
<td>92.6</td>
<td>87.0</td>
<td>96.9</td>
<td>93.0</td>
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<tr>
<td>Total</td>
<td>93.8</td>
<td>91.9</td>
<td>93.6</td>
<td>94.2</td>
<td>94.7</td>
<td>95.7</td>
<td></td>
</tr>
</tbody>
</table>

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.252</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.132</td>
</tr>
</tbody>
</table>

There are currently no staff working at the School who are of Aboriginal descent.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning opportunities were available and offered to staff and included the following.

TENS early numeracy workshops

Numeracy strategies K-6

National Collection of Data

Local network meetings school plan

Financial Management

Dyslexia and other learning difficulties online training

Principal conferences and PPA meetings

Minilit training

Live Life Well
Accreditation requirements
School Plan consultation training.
Network meetings with Wollemi network of schools and local network of schools, including Liverpool Plains Community of Schools.

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>29853.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>57648.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>49829.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11055.11</td>
</tr>
<tr>
<td>Interest</td>
<td>1769.01</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2238.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>152394.04</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 728.53     |
| Excursions                | 0.00       |
| Extracurricular dissections| 15314.83   |
| Library                   | 2459.66    |
| Training & development    | 756.94     |
| Tied funds                | 49255.80   |
| Casual relief teachers    | 2699.14    |
| Administration & office   | 15607.44   |
| School-operated canteen   | 0.00       |
| Utilities                 | 9503.75    |
| Maintenance               | 10609.46   |
| Trust accounts            | 1963.56    |
| Capital programs          | 0.00       |
| Total expenditure         | 108899.11  |
| **Balance carried forward**| 43494.93   |

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

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
Other achievements

Sport

Our sports coordinator nominated and trained a mixed team to compete at Coonabarabran in the Milo Blast Cricket Knockout. All students showed their determination, sportsmanship and skills to win the competition.

Our Small Schools Swimming Carnival had a high participation rate, Phillipa Traill and Reece Zygnerski were awarded Senior Boy and Girl champions with Harold Braun winning the Senior Boy Runner Up.

Cross country performances were also outstanding with Charlie Traill and Jake Williams being selected for the North West Region Cross Country held at Coolah.

A relay team also made progress to regional. The team included Jake Williams, Aishea Rankin, Lydia Aulton and Blake Wortley. Lydia also went to regional for Discus.

Poppy Davison was awarded the Sportsmanship Trophy and Abigail Nolan was awarded the 11 Year Girl Champion at the Gunnedah Small School's Athletic Carnival.

A gymnastics program was implemented where all students were taught gymnastic skills including balance jumps and lands using specialist equipment and qualified instructors.

The school conducted a tennis HOT Shots programme with Clare Cohen as head coach.

The students all improved their skills over the wonderful intensive coaching from Clare.

A team of soccer enthusiasts travelled to compete in a small schools soccer competition at Quirindi with all students enjoying the chance to compete and make friends.

Our parents provided funding for a coach for swimming lessons which helped the older students consolidate correct stroke. Due to the small groups there was an overall improvement over the intensive swimming program.

Lower Division teacher Jacob Easey coordinated a successful Active After Schools sporting program which provided organized games and healthy snack for all students at the school.
Significant programs and initiatives – policy

Aboriginal education

The school is committed to the education of Aboriginal students in providing them with support in the key learning areas. The school builds relationships with families and celebrates their contributions. Aboriginal culture is valued and Aboriginal perspectives are included in the curriculum.

Our school meets regularly with school groups to celebrate Aboriginal culture in dance, drama, literacy and sport and in NAIDOC week.

Two students were nominated to attend a special art camp in Armidale over two days.

The school watched an Aboriginal cultural performance and learnt about the Aboriginal language dance stories and artifacts.

Multicultural education and anti-racism

Our school has special visitors from all around the world who come and give talks about their culture including Julie Eloise from France. Our students studied the country Morocco and produced some informative posters for the CWA country of study and earned 1st & 2nd places.

Our school promotes the acceptance of all cultures and exposes the students to current affairs of the world.

Significant programs and initiatives – equity funding

Socio-economic background

Our school pays particular attention to providing all students with opportunities to speak in public. We have a special Talking Listening and Drama teacher who encourages them through drama, plays and impromptu speeches to make public speaking a fun experience. All students apply themselves and have made outstanding progress over the year which has led to increased confidence and ability to speak in front of a group. The outstanding results are featured the following students receiving 1st, 2nd and 3rd places in Impromptu Drama, speeches humorous poems and singing: Harriet Nolan, Phillipa Traill, Alishea Rankin, Reece Zygnerski, Charlie Traill, Rorie Chambers, Abigail Nolan, Harold Braun, Lydia Aulton, Poppy Davison, Jack Gould, Lucy Traill, Penny Morley.

Boggabri Public Speaking is another chance for our students to mix with peers in a friendly competition. The students travel to Boggabri to say speeches (prepared and impromptu) they later enjoy a sausage sizzle provided by the local Rotary Club. Abigail Nolan, Phillipa Traill, Charlie Traill and Alishea Rankin all received first places for their speeches and Harriet Nolan received 2nd place.
Art

Our school enjoys the support of a special art teacher in Emily Chambers. Emily works with each classroom and helps with planning art displays for Gunnedah show and the Currabubula Art Show. Several students gained places at the Art show who included:

Jack Gould 1st, Penny Morley, Pip Traill 2nd Lydia Aulton and Georgie Harrison Highly commended.

Several students were nominated to attend Art Camps in Armidale to work with specialist art teachers improve their skills.

The students visited the Art Gallery and worked with Steampunk artist Fyodor Kransky to make some impressive detailed silhouettes from black paper.

Spelling Bee

Several students journeyed to Blackville in a quest to showcase their spelling skills. Lydia Aulton retained the Spelling Bee title for a record third year in a row.

Learning and Support

Training for two teachers in the Minilit reading program enabled several students to be supported in literacy.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Meetings
- Community responses
- Student and Parent surveys

School planning 2012-2014:

School priority 1

Enhanced School leadership capacity for school improvement

Outcomes from 2012–2014

- Increase % of students who can construct texts that are well structured and descriptive to 60%, currently 40%.
- Matched year 5 students will achieve greater than or expected growth in spelling and reading by 2014.
Strategies to achieve these outcomes in 2014:

- Develop a deep understanding of the English syllabus.
- Sharing of good practice, including a mentor to assist teachers with the explicit teaching of Writing.
- Improved data driven programming through assessment practices in line with the implementation of the Australian Curriculum.
- Using the literacy continuum to track students and plan teaching and learning opportunities.

Evidence of achievement of outcomes in 2014:

- Students have successfully completed the Multilit and Minilit reading program and are using strategies to read and spell words.
- A focus on arange Multimodal technology has given a wide range of learning experiences to students.

School priority 2
Increase levels of numeracy achievement.

Outcomes from 2012–2014
Matched year 5 will achieve greater than or equal to expected growth in NAPLAN by 2014.

Strategies to achieve these outcomes in 2014:

- TENS numeracy training for staff
- Numeracy workshops at Quirindi Public school for staff.
- Using the Numeracy Continuum to inform teaching and learning.

Evidence of achievement of outcomes in 2014:

- Student performances in formal assessments were mixed with varying levels of growth.

School based assessments show there is an improvement in numeracy.

School priority 3
The staff and students have greater access and skills in the use of digital resources.

Outcomes from 2012–2014
All staff and students will access technology to enhance their learning.

Strategies to achieve these outcomes in 2014:

- Purchase of apps to install on IPADs for Literacy and numeracy activities.
- Implement Minilit program for support in early years as required.
- Utilise apps for reading and writing-colourful semantics program.
- Utilise Apps for storytelling and writing.

Evidence of achievement of outcomes in 2014:

- Increased engagement through innovative literacy based games.
- Online speech program for students to improve speech.
- Online computer licenses such as IXL and SKWIRK have engaged students and improved performance particularly in maths.
- Use of computers have assisted learning and engagement of students in group reading activities.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The parent group are involved in the school and are most willing to assist in the multitude of school operations. The high attendance levels of students and parents at school functions is testament to the interest and high regard held for their school. The strong support is a reflection of the level of satisfaction in the school.

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.

- Build teacher capacity, to improve performance and adopt innovative practices that will drive student improvement.

- Improve student learning and welfare to equip them in the rapidly changing society of the 21st century.

- Increase community involvement and build school profile and enrolments to be a sustainable school and a school of choice.
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.

Judith Cameron, Principal.
Jacob Easey, Teacher.
Elizabeth Beer, Teacher.
Bec Mackenzie, School Admin Manager.

School contact information

Premer Public School
Ellerslie Street PREMER 2381
Ph: 0267 442 125
Fax: 0267 442 000
Email: premer-p.school@det.nsw.edu.au
Web: www.premer-p.schools.nsw.edu.au
School Code: 2900

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: