Point Pearce Aboriginal School
Annual Report
2012
Since 2009 PPAS caters for children from birth to 8 years of age. The site offers Occasional Care, a Playgroup, an on site Pre-School and a Rec-Yr2 class.

**MISSON STATEMENT**

At PPAS there exists a genuine cooperative partnership between the school and the community of Point Pearce. Children are at the centre of everything we do. Students are supported to develop their full potential by…

- providing a safe and caring learning environment
- furthering pride in Narungga Culture, Heritage and Identity
- working together to achieve positive outcomes

**VALUES**

At PPAS we value:

Positive Kids          Happy Kids          Friendly Kids          Motivated Kids

Mara Mara

(Hand in Hand)
**2012 Highlights**

Visits from others throughout the year as follows –
- 4 x Wilderness Girls School,
- 1 x Xavier Boys College (Melbourne)
- 1 x Curramulka Primary School
- 1 x Maitland Lutheran School
- 1 x Maitland Area School
- 1 x Harvest Christian School

We hosted many visits to our site including DECD dignitaries and groups of site leaders. Our reputation in promoting the Narungga culture is growing.

We were invited to join Maitland Lutheran School for a JP Sports day, our students thoroughly enjoyed this day.

Maitland Area School invited us to join them for several activities including, their Splash Carnival, Music is Fun Band day, Harmony Day celebrations. The development of a “Partnership Agreement” with Maitland Area School is developing. In 2013 we look forward to building on this initiative to include shared staff and learning resources. Point Pearce School participated with Maitland Area School and Maitland Lutheran School students in the tree planting day to plant 100 trees in the centre park area of Point Pearce township. This is an on-going project to beautify the area with native plants of cultural significance to the Narungga mob.

We had representatives from Yorkids visit to show us a display and explain the importance of healthy foods and being active. We can now eat a rainbow! This has led to programmed visits being planned in 2013.

During Term 3 & 4 the whole site plus Occasional Care children went to Ardrossan for Gym-Jams sessions.

It was an honour to have a Kellie Sansbury nominated for the “Trainee of the Year Award.” Kellie has successfully completed her Cert 3 in Children Services and is currently working towards her Diploma.

**Report from Governing Council**

Governing Council this year has been very active in assisting the Principal with decision making, they have agreed to Pupil Free Days and a School Closure. It was decided that we would have a school closure day for the Adelaide Show. Councilors feel very comfortable in approaching the Principal to discuss community issues / needs informally as well as at our regular meetings.

We surveyed parents to review the delivery of our Preschool, Playgroup and Occasional Care services. After discussion the decision was made to alter our delivery over Monday, Tuesday and Wednesday.

While our Principal was on leave at the end of term 3, the community entered a prolonged period of “sorry time” and unrest. As a result the Governing Council did not meet regularly for the remainder of the year. During this time consultation occurred via telephone calls and written communication.

All councilors have agreed to remain on Governing Council for 2013.
Site Improvement Planning

The purchase of extra teacher salary has been a key factor in the development of our children during 2012. The children have benefited from the additional contact with a teacher supported by 3hrs SSO student support every day. The goals and targets set by staff have been readily achieved and modified during the year. In 2013 we will maintain a low student / teacher ratio by investing in extra teacher time and extra SSO hours in the JP class. The children in the JP and Preschool will all be younger than this year and in need of additional contact time.

In 2012 PPAS worked with Maitland AS in the Keys to Opening the Future project. This will support us in our aim to improve our SIP and in particular set common whole site Literacy agreements and further raise expectations. Joint T&D utilizing the skills of the Menners was most valuable to our JP teacher. In 2013 we plan to extend this concept to form a JP team combining staff from both sites. We also plan to include the Maitland Children’s Center in our Empowering Local Schools project. This will see Maitland Area School, Point Pearce Aboriginal School, Maitland CC and Point Pearce Aboriginal Preschool operate as one in many ways.

In 2013 we hope to explore the option of developing a joint SIP between MAS and PPAS.

Our involvement with the Stronger Smarter Program is seen as an opportunity to focus on high expectations, improved attendance rates and improved awareness of Narungga Culture. As an affiliate with other Aboriginal Schools (Maree, Kooniba & Carlton) we aim to develop staff capacity to meet the needs of Aboriginal children. In 2013 we plan to use SS funds to expose more staff to SS training.

Student Achievement

There has been a steady improvement recorded during the course of the year. The aim is to build on this trend as we further develop our Literacy program in 2013. The focus will alter to individual growth as opposed to year level standards.

Student Data

Attendance

Over the last three years the attendance rate of our JP class has steadily improved. Unfortunately when families are absent it dramatically affects our data, as our numbers are small. Family reasons are showing to be the main absence reason.

A number of our students enjoy an attendance rate of over 90%. In 2013 we plan to analyse the year 1 group absence reasons to determine strategies to raise their attendance; whilst maintaining the whole school rate. We have targeted this group as their attendance is lower than others in the school. All absences are followed up by front office staff and our ACEO. Home visits have been very effective with follow up telephone calls. Families have responded well, often informing us in advance of to absences. We have a good working relationship with the Attendance Officer and the Inclusion Officer.
### Attendance by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>80.3</td>
<td>66.0</td>
<td>91.5</td>
</tr>
<tr>
<td>Year 1</td>
<td>86.6</td>
<td>91.3</td>
<td>71.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>78.1</td>
<td>89.2</td>
<td>93.5</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>81.8</td>
<td>84.9</td>
<td>86.6</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>84.0</td>
<td>90.2</td>
<td>83.8</td>
</tr>
</tbody>
</table>

### Client Opinion

Parents and staff are well satisfied with the improvement in the quality of learning and leadership provided. They do acknowledge there is still room for improvement and that the staff is constantly working towards achieving this. The implementation of “Stronger Smarter” philosophies have had a very positive impact. We plan to involve other staff members in the “Stronger Smarter Leadership Program” in 2013.

### Staff

#### Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>2</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>2</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

#### Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>3.2</td>
</tr>
<tr>
<td>Persons</td>
<td>4</td>
<td>3</td>
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### Financial Statement

#### Income by Funding Source

<table>
<thead>
<tr>
<th></th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grants: State</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Using the School Annual Report Template

This template has been provided to aid in the development of your school annual report. It has been designed to meet all the requirements detailed in National Education Agreement, Schedule E – Student Reports and Annual Reporting to the School Community as well as legislated requirements under the Education Act and other National Partnerships reporting requirements. Full details of the requirements can be obtained from the Essential Requirements 2012 document at http://www.decd.sa.gov.au/quality/files/links/2012_Essential_Requirement.pdf

Please note: The data for your report will be available in SPeRS Friday 19 October 2012

<Deleting comments>
Please note all highlighted <comments> in red should be deleted from your report. They are there to help guide you with the content of your report. Any sections that are not relevant for your site can be deleted. Please ensure you also delete this instruction page from the template. You also need to replace ‘School Name’ on the front page of the report with your school name.

Data for your Reports

- Data for your report can be found in SPeRS from the Annual Report Data report. It has been formatted so you can simply copy and paste the tables and charts you require from this document to your template. If you find the tables and charts in this report do not meet your needs, as in the past, you may also choose to use the Data Profiles or the Site Summary Report in SPeRS. NAPLAN data may also be sourced from the Student Data Warehouse.
- A separate report for Teacher Qualifications and Workforce Composition data will be available from the Reports section in SPeRS. The text in black in the Teacher Qualifications section in the template must remain in the report. No other comments are required for these sections.
- Finance data will come from your End of Year Profit and Loss Statement. You can choose to enter the data in the table provided in the template or attach your End of Year Profit and Loss Statement as an appendix.
- Other data e.g. Opinion Surveys will be available as PDF reports in SPeRS as previously.
- Senior Secondary data will need to be sourced from your school data.

Hints and Tips for Formatting your Report

- For copying and pastings from PDF documents e.g. Running Records or Opinion Survey please check out the following document http://www.decd.sa.gov.au/docs/documents/1/CopyingfromaPdfDocument.pdf

Contact Details

For any queries regarding the data sets or the annual report templates please contact Data Management and Information Systems:

<table>
<thead>
<tr>
<th>Diann Bedwell</th>
<th>Janine Preece</th>
</tr>
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<tbody>
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<td>Phone: 8226 1147</td>
<td>Phone: 8226 2527</td>
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