



PIONEER VILLAGE SCHOOL

# 2019 ANNUAL REPORT

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PRINCIPAL  
LOUISE LONT

BOARD CHAIR  
PATRICK RAGAN

# SCHOOL CONTEXT

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## **School Motto**

The Pioneer Village School motto *Aim for Excellence* recognises the importance of encouraging each student to always strive for their own personal best to reach their full potential.

## **School Values**

All members of Pioneer Village School community are expected to demonstrate and act in line with Pioneer Village School values: Excellence, Integrity, Perseverance, Fairness and Respect.

## **School Philosophy**

### **Learning**

Our priority is to develop a strong foundation in education via the essential skills of reading, writing, mathematics, and a broad range of academic programs and offerings. We believe all students are diverse and exhibit different talents. We provide students with the opportunity to extend themselves and reach their full potential. Academic success is imperative and we create opportunities for our children to experience success by providing a broad curriculum.

### **Leading**

We provide an environment where students develop their self-respect, confidence and a positive attitude towards life. We pride ourselves on providing a quality, value-based education program, and aim to develop resilient children who understand diversity, and can lead in their chosen field with a strong sense of compassion and integrity.

### **Life**

If a love of learning is developed early, a life-long love of learning should follow. Life-long education is essential for ongoing personal growth, creativity, resourcefulness, independent thought, and also in developing an inquiring mind. We provide an environment where learning is stimulating and enjoyable, and an education that aims to develop that life-long love of learning.

### **Love**

Family is vital to the overall success of each child's education, and we gladly welcome parent/caregiver participation in school activities. Our school offers the security of a close working relationship between students, teachers and families. Our students build relationships with all teachers regardless of year level and will always have a connection to their classroom teachers- even once they have moved year levels.

# ENVIRONMENTAL CONTEXT

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Pioneer Village School is an independent, non-denominational, co-educational primary school nestled in a picturesque heritage protected environment. Pioneer Village School caters for students from 3 year old Kindergarten to Year 6.

## **Student Cohort**

At 2019 August census, Pioneer Village School had 118 PP to Year 6 students, 30 four year old Kindergarten students, and 16 three year old Kindergarten students, with relatively equal numbers of boys and girls. This is a total enrolment of 164 students and a funded enrolment of 148 students as Kindergarten 3 is a self-funded program. There were 2 Aboriginal/Torres Strait Islander students and 9% of students speaking a language other than English at home.

## **Student Attendance**

The 2019 average student attendance rate was 92% for compulsory schooling years (PP-6). Supportive mechanisms were in place to encourage positive school attendance. One such mechanism includes family contact through a SMS service. The school contacts the parents if a child is absent, and ongoing absences are followed up by the Principal.

In the case of lengthy absences parents are formally contacted and processes put in place to improve the attendance rate of that child in line with the Attendance Policy.

To further increase student attendance rates, family holidays during the school term were discouraged and were only taken with written approval from the Principal.

## **Staff**

The School employed the following staff as at August 2019 Census; 1 Principal, 8.6 full-time equivalent teaching staff and 8.6 full-time equivalent non-teaching staff. There were 3 male staff (teaching and non-teaching); and one staff member of Indigenous descent.

All teaching staff met the requirements for approved teaching in WA schools and were registered teachers in the state of Western Australia. Teachers' qualifications included Master of Education, Honours and Post Graduate Studies, as well as Bachelor Degree.

# ACHIEVEMENT & WELLBEING

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Pioneer Village School students and community participated in a wide variety of events that celebrated learning, friendship and family. Events included, but were not limited to: Outdoor Education Day, whole school Friendship breakfast and activities, parent/teacher interviews, Grandparents Day, Carols Evening, assemblies, Year 6 Graduation, Buddy Days, Cross Country, sports days, Easter Parade, Science Week celebrations, Book Week with Book Week associated activities and parade, Year 6 graduation camp and excursion, as well as the P&F school social functions. The students also extended their interaction with the wider community through Inter-School sports, carol singing at the local nursing home, entered into the Armadale Festival Sustainability competition, and they also entered art into the Kelmscott Show.

The Arts were celebrated with events and learning such as; a whole school Christmas performance, Edu-Dance dance program and concert, the classroom visual arts program, and the music program. The swimming program, Inter-school Sports, Cross-Country and Athletics events were sporting highlights.

Pioneer Village School students engaged in a wide variety of incursions throughout 2019. These incursions were carefully selected to support a range of curriculum areas. Incursions included, but were not limited to, visits from the following experts in their field; SciTech, World of Maths, Constable Care, Vida Music, Geology, sustainability, dance, basketball, gymnastics, and rugby.

Pioneer Village School staff provided a positive environment for learning and focused on sound transitions across the school. An Early Years parent session was held to inform parents on what to expect when their child begins school. The Early Years' team worked diligently to meet high standards of operation outlined in the National Quality Framework standards. *Meet the Teacher Night* was held to ensure parents started the year with a clear understanding of classroom expectations and understood the running of their child/childrens' classrooms.

In 2019, Pioneer Village School again made significant improvements in the Gifted and Talented Program. We offered accelerated learning options for these students, as well as specialised Gifted and Talented programs for children in Years 2-6. We continued to use the identification and screening process to identify hidden abilities in our students. This was done in order to ensure our students are given a fair opportunity to translate their gift into talent. We continued our relationship with MENSA Australia and they recognised the positive impact that we are having on our gifted children.

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In 2019 Pioneer Village School continued to make a difference to those students needing substantial support. The evidence-based intervention reading program was continued with great success for students underachieving in this area. The evidence-based assessment pack was used effectively to ensure continued correct identification and tracking of students at risk of falling behind in reading.

To further support our students with special needs, classroom teachers wrote Individual Learning Plans (IEP), differentiated the curriculum accordingly to cater for need, and met with families at scheduled times throughout the year to update them on their child's progress.

To further support the social and emotional well-being of our students and their families, PVS employed Emily Piller-Dalby, a Parkerville social worker. Emily runs a lunch time student drop-in club and small groups that are responsive to student need. Emily is also able to meet with students and/or parents one-on-one.

The strong relationship with Australian Independent Schools Western Australian (AISWA) continued and PVS utilised many of their services. The School staff worked diligently to improve outcomes by revising policies and engaged in future planning meetings. The Board and school staff completed the goals outlined in the 2016-2019 Strategic Plan.

The teaching staff also engaged in a wide variety of Professional Development in 2019. On top of their own personal professional reading and off-campus choices of PD, they had close to 10 hours of AISWA facilitated Numeracy PD to continue up-skilling in Dr Paul Swan materials and delivery of the *First Steps* Curriculum. Further PD topics covered throughout the year included but were not limited to; Mandatory Reporting, Staff and Student Code of Conduct, Talk for Writing, Keeping Safe Curriculum, First Aid, and Protective Behaviours.

### **Areas for Improvement**

Student voice, leadership and agency will be a strong focus moving forwards. School leaders will be given more responsibility in regards to organising school events, decision making, lunch clubs, as well as preparing and running assemblies. The student body will be also presented with public speaking opportunities to build the confidence and skills to present themselves for future leadership positions.

# PRODUCTIVITY

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## **Celebrations**

The school has worked hard to maintain the school facilities to a very high standard. The major works completed included the new Nature Play space, painting classroom interiors, renovating the toilet block, installation of an ambulant bathroom, and further improving school safety by installing more on-site cameras.

The development of the Nature Play area was completed to the excitement of all students. An opening ceremony was held followed by a whole school play on the site. The Kindergarten nature playspace then began and while completion was dependent on weather and the availability of our volunteer helpers a good start was made. A massive thank you goes out to the generous support of the school P&F, our families, AISWA, as well as our volunteer project manager who have all supplied significant financial and manual labour support to these play-space projects.

The newly renovated bathrooms were completed over the school holidays and students were very surprised upon return to school. PVS received a Scott Morrison \$20,000 grant, which enabled the construction of the ambulant bathroom.

We also received a number of Sporting School Grants which enabled us to bring in specialist coaches to teach a variety of sports and an Indigenous Grant which enabled the completion of the Indigenous Six Seasons Garden.

## **Parent Satisfaction Summary & School Staff Survey**

Parent satisfaction survey was completed by families, and the feedback was valued and appreciated. Despite a low return rate, the community responded with positive comments regarding the school and the provision of education at Pioneer Village School. Parent and staff feedback was taken into account for future planning.

The School student survey was undertaken by the Year 5 and 6 cohort, and from the feedback it is evident that the students feel a strong sense of belonging, are motivated to learn, enjoy activities such as inter-school sports and incursions, and feel that there is at least one trusted adult they can talk to in the school.

## **Areas for Improvement**

Moving forward, we will continue ongoing maintenance of classrooms, grounds, facilities, and play areas.

The P&F dedicated substantial funds in 2019/2020 to support the development of the School Nature play as well as the Kindergarten nature play area. The school recognises and thanks the extremely generous parent volunteers who contributed to the success of these projects.

# NAPLAN ACHIEVEMENT

2019 was the first year PVS students completed NAPLAN online. There were numerous connectivity issues and disruptions which may have skewed the overall results but students persevered and the results were nevertheless pleasing.

## Celebrations

Pioneer Village School students performed on par with Students with Similar Backgrounds. This is a testament to the dedication of the teaching staff and their implementation of quality programs. Reading also scored on par with Similar schools which indicates that Corrective Reading targeted intervention program is working for our at-risk students. Please note the insertion of the statement regarding interpretation of 2019 results.

## Student results

The table below shows the average student results at this school for the selected year.

The cell colour shows how the school's results compare to those of students with a similar background. You can also see whether the selected school's results are above, close to or below those of all students nationally by selecting 'All Australian students'.

Tap on or hover over any cell to see the average score for all Australian students, for students from a similar background and the margin of error at 90 per cent level of confidence.

Please note that from 2019, the method for determining the colour coding of results changed.

	2014	2015	2016	2017	2018	2019
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	432	422	385	453	396	
Year 5	521	490	505	518	497	

NAPLAN participation for this school is 91%

NAPLAN results should always be interpreted with care. This is particularly the case in 2019 for some students who experienced disruptions to online tests due to connectivity issues.

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available



Compared to All Australian Schools, the Year 3 cohort did underperform in the area of spelling, but again connectivity issues could be a contributing factor. Results will be clearer when we compare this cohorts' Year 5 results in 2022 and measure the growth.

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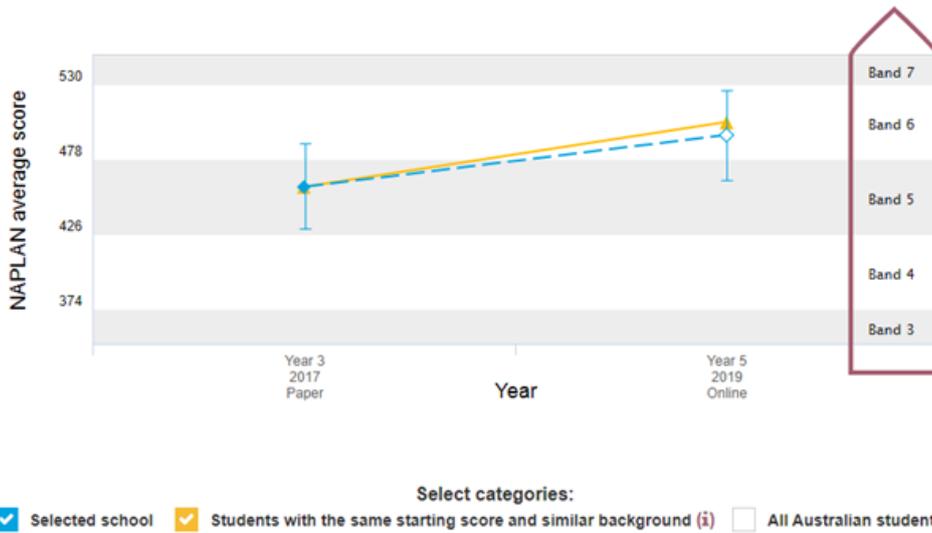
- Well above
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Compared to All Australian Schools the Year 5 cohort achieved statistically above all in Reading, Writing, and Grammar. Numeracy, and Spelling scores are close to All Australian Schools.

A point to note- these graphs do not show individual student growth and actual progress over time (the learning progression between Year 3 and Year 6), and as educators that is actually what counts. See below for an example of growth which is the true celebration. Teaching staff will continue to use this data to get a general overview of 'growth over time' but it is important to note that NAPLAN data is not used to drive teaching practice. Overall numeracy results may seem less strong compared to other schools but in actual fact the individual student growth has been very good.



Year 3-5 Writing 2017-2019



### Areas for Improvement

The School will continue to develop the skills students need to complete the NAPLAN testing on the new online platform. The Talk for Writing program should further our students' already strong writing ability. Continued early identification of 'at-risk' readers and entry into reading intervention should in future years enable us to see gains in individual performance between years 3 and 5. With the implementation in 2020 of Dyslexia Speld Foundation recommended *Letters and Sounds* intervention program, new sets of decodable readers, and the targeted teacher professional development, students with (or imputed with) Dyslexia will be further supported. In terms of numeracy, with the embedding of First Steps and Dr Paul Swan's resources, we are confident students' numeracy skills will continue to improve.



# FINANCE

The annual financial report 2019 provides a statement of the financial performance of Pioneer Village School for the year ending 31st December 2019, and its financial position as at the end of that year.

The financial information included in this report is supported by the school's audited financial statements that are presented at this meeting and form part of this report. This report provides a snapshot of the finances of Pioneer Village School regarding the operating activities for the current year 2019, as determined by the School Board and management team of Pioneer Village School.

Our budget has been well-managed to provide for student learning, and is prioritised in line with the school values and maintenance of grounds and infrastructure.

## Financial Performance

	2019	2018
<b>Income</b>		
Recurrent Revenue	2,218,768	\$1,912,814
Expenses	3,347,746	\$1,918,217
Surplus / (Deficit)	-1,128,978	-\$5,403
Non-Recurrent Revenue	69,812	\$48,200
Net Operating surplus / (deficit) for the year	<b>-1,059,166</b>	<b>\$28,235</b>
<b>Add Back Provisions</b>		
Depreciation / LSL etc.	82,687	\$106,920
Impairment	1,334,444	
Net surplus / (deficit) for the year After non-cash items add backs	<b>357,965</b>	<b>\$135,155</b>

The school achieved a positive overall result in 2019 providing a stable foundation going forward into 2020.

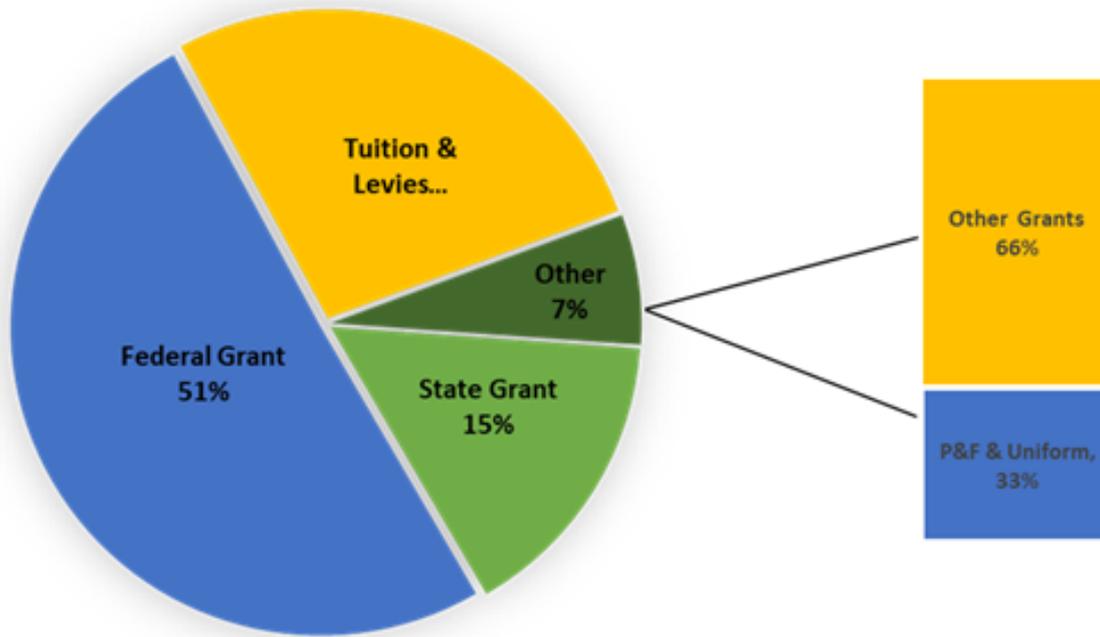
Both State and Federal funding were reviewed during the year, which resulted in a 17% increase in per capita funding received in 2019. It is pleasing to report that there was a significant increase in the 2019 operating surplus over the 2018 surplus result.

The introduction of PaySmart in 2016 together with effective management of the School's fee collection policy and procedures, continues to provide benefit to the School by effectively managing the collection of school fees.

## Expenses

Total operating expenditure (net of impairment) increased by 5% over 2019. The increase is consistent with CPI increases and annual salary increases. The costs associated with increased student numbers (118 this year compared to 110 in 2018) was also a factor.

## 2019 Sources of Income



## Financial Position

	2019	2018
Assets	3,763,456	\$4,860,630
Net Assets	3,146,623	\$4,205,789
Loans against property	448,780	\$ 519,329

Tracey Cowlin  
Finance & HR Manager