

Pilliga Public School Annual Report



2016



2870

Introduction

The Annual Report for 2016 is provided to the community of Pilliga 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.

Michael Lord

Principal

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School background

School vision statement

At Pilliga Public School, we believe that learning is inclusive and community based. Pilliga Public School promotes a safe and collaborative learning environment that focuses on providing students with the skills and knowledge to make positive choices. Students are encouraged to become successful and confident 21st Century learners in all aspects of their academic and social lives.

School context

Pilliga Public School is a unique educational facility and is functioning as a P6 school. It is situated on the North West corner of the Pilliga Forest, 100 kilometres west of Narrabri and 100 kilometres east of Walgett. In 2016, the school has 11 student enrolments with 90% of students identifying as Indigenous. Enrolments draw from the township and surrounding properties. The addition of a local bus run collecting students from the town and surrounding properties has assisted in the rising enrolments at Pilliga. Most families rely on the rural community for employment consisting of cattle and cropping. The school's role in the community is of great significance for the town's ANZAC service, NAIDOC week celebrations and playgroup. The school benefits from Early Action for Success (EA4S) funding which is targeted towards improving K–2 performance based on Best Start and PLAN data. EA4S is also enabling specific professional development to improve teaching practices in the early years of learning. Pilliga Public School has students who have an enthusiastic approach to learning and a staff that is committed to the long-term development of the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of Learning, Pilliga Public School was validated as delivering excellence. Our Value Added results show that we are Sustaining and Growing in the area of Student Performance Measures and this due to the processes and practices that the school has embedded into its culture. These processes have been refined over time and centered around creating a safe learning environment that is engaging and differentiated as well as culturally reflective of the students and community. In the area of Well-being, Pilliga Public School identifies that it is also Sustaining and Growing. This is a result of the planning systems and data analysis through Positive Behaviour for Learning combining with the school's focus on cultural inclusivity and the overall success in this area being evident to the staff, community and students. Through changing some negative aspects the school and community had identified and creating a safe and nurturing learning environment, staff have been free to expand on their teaching practices and this is seeing fantastic results from Kindergarten to Year Six. Our involvement in Early Action for Success has contributed to this and the Professional Learning and research based teaching strategies have improved our teaching pedagogy. As a result we are producing point-of-need teaching driven by data gathering and analysis.

In the domain of Teaching, Pilliga Public School was validated to be delivering excellence. The initial Self-Assessment highlighted that while we knew we were delivering excellence in all areas of Teaching or in some elements even Excelling in them, we didn't have the evidence to prove it because many of our processes were informal. The teaching staff set out to rectify this and set up formal review times, and templates to use to record our processes. Most of these formal practices have been in place since the beginning of the year and we have gained much from this. Our shared vision and goal has always been to produce 'best practice' in all aspects of education and these formal processes and programs are certainly assisting us to achieve this. Through completing the Validation process and gathering the data, I do believe we are Sustaining and Growing in more areas than we can prove, but this is only because our systems are still in their early phases and to assess ourselves as more than Delivering in this Domain as a prolonged and sustained practice, would be hard to prove.

In the domain of Leading, our assessment of this process indicated that in accordance with the School Excellence Framework, Pilliga Public School is delivering excellence, however the External Validation panel report suggested that in

the area of Management Practices and Procedures, we were Sustaining and Growing. Many of our processes in the elements of Leading have had strong links to our Strategic Directions. We measured ourselves to be Sustaining and Growing in the area of Resources because our budgeting and Milestone practices reflect this, as we visually make the links clear and we prioritise resources both human and material, throughout our planning for the use of school funds to target the goals in the School Plan. Through consultation we have revised our targets within the Strategic Directions and made changes where the need has changed or been reviewed and concluded that there are areas we can improve on to achieve the targets better.

The entire process of reflecting on our school's systems, while extensive, has been very rewarding. It has provided the staff and wider community an insight into all the practices we do as a school community to provide the best possible learning opportunities to our students. It has also brought to light some areas for us to focus on as we move forward and these may become school priorities in future Strategic Directions. Overall, it was clear that we are delivering excellence in all three domains at Pilliga Public School and this is reflected in the amount of significant change in the school over the past few years.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Raise Expectations and Enhance the Quality of Student Learning

Purpose

To improve student performance through targeted support and explicit teaching of essential skills and abilities to become creative and productive 21st Century learners

Overall summary of progress

Pilliga Public School is achieving Value Added results that are above 20% of the average range. Comparative NAPLAN performances of Yr 5 students from Yr 3 (2014) of their growth demonstrates we have now students achieving top bands in Reading, Writing and Spelling this year. It also indicates a need to review numeracy strands; Data, Measurement, Space and Geometry. Pilliga Public School is raising expectations and enhancing the quality of student learning by endeavouring to aim for 'best practice' in all areas and deliver high quality education to our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students achieving at expected Stage level or above as measured by internal assessments	<p>Results indicate that we are currently achieving at 82% of students are at expected Stage level as measured by internal results.</p> <p>According to our Value Added results, Pilliga Public School is achieving above 20% of the average range in relation to similar schools to Pilliga Public.</p>	<p>Teacher Employed for 3 days/week to teach K–2 and enter Continuum data– Employment of 1 SLSO position (2 days in total) to support the implementation of L3, TEN and TOWN. SLSOs are to support teaching staff in preparing resources and provide in class support for students.</p> <p>\$12331 (Location) + \$2711 (Low Level Disability) + 294 (LowSES) = \$15336</p>
Teaching programs reflect 21st Century learning practices	<p>School funding through Early Action for Success (EA4S), as well as other funding sources, are Reforming the physical classroom with Collaborative Classroom furniture and technology that is designed to engage, create flexible learning spaces and promote collaborative learning, was a result of consultation that led to an adjustment to the School Plan. The purchase of Collaborative Learning resources has allowed our physical spaces for learning to be more flexible and relevant to our teaching pedagogy. The result is that the learning environments are stable, differentiated, the learning is made more relevant and it provides learning support for students working below Stage level. Planning, reporting and analysis of data are also a benefit to programming our classes in this manner; as targeted Professional Learning can be planned and implemented in the classroom, reported on by the teacher, and data is gathered and analysed by both teachers. This is evident with L3 and TEN training being implemented for the Infants students with PLAN data being tracked every five weeks and in the Primary class; Literacy and Numeracy progress is being tracked through the Continuum. Reviewing data for future planning is completed by both teachers, and the respective</p>	<p>Attendance and accommodation to Future Schools Conference in Sydney.</p> <ul style="list-style-type: none"> • Support for beginning teachers \$1818.20

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching programs reflect 21st Century learning practices	teacher plans and reports on their own class.	

Next Steps

Through analysing our students' results and our school's direction and reflecting on the External Validation results we have indicated the following steps as priorities in 2017:

1. Investigate and develop a more visual tracking system of student performance to keep the students informed of their progress in relation to the Syllabus and enable teachers to spot trends and attend to areas of need.
2. Continue to refine teaching practices and promote a strong culture of success by offering more academic opportunities to students, E.g. ICAS.
3. Continue to investigate Futures Learning approaches and implement into teaching programs where appropriate.

Strategic Direction 2

Quality Teaching And School Management

Purpose

To facilitate focused professional learning and development that creates a teaching culture of relevant and evidence based teaching

Overall summary of progress

In 2016, Pilliga Public School refined our differentiated learning programs and assessments to be more aligned and as a result our teaching practices are developing to create programs that are at point-of-need and better able to link to a 'where to next' for each student. There are a range of processes we have in place to track student achievement and monitor areas that need attention. These include entering student achievement into PLAN which uses the Literacy and Numeracy Continuum. The school uses internal assessment data and data analysis sheets for teachers to analyse student results and make adjustments to their teaching programs when necessary.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff members work with strategically developed Performance and Development Plans with needs aligned to the school plan	In 2016, 100% of our teaching staff developed their own Performance and Development Plan that aligned to the school plan	Teacher Employed for 3 days/week to teach K–2 and enter Continuum data– Employment of 1 SLSO position (2 days in total) to support the implementation of L3, TEN and TOWN. SLSOs are to support teaching staff in preparing resources and provide in class support for students. \$12331 (Location) + \$2711 (Low Level Disability) + 294 (LowSES) = \$15336
A structured succession planning process is identified and documented appropriately	Draft scope and sequences have been completed and assessment schedules updated.	employment of 1 teacher /week for 20weeks to release teacher \$5 406 (Support Beginner Teachers)
Teaching programs reflect 21st Century learning practices	School funding through Early Action for Success (EA4S), as well as other funding sources, are Reforming the physical classroom with Collaborative Classroom furniture and technology that is designed to engage, create flexible learning spaces and promote collaborative learning, was a result of consultation that led to an adjustment to the School Plan. The purchase of Collaborative Learning resources has allowed our physical spaces for learning to be more flexible and relevant to our teaching pedagogy. The result is that the learning environments are stable, differentiated, the learning is made more relevant and it provides learning support for students working below Stage level. Planning, reporting and analysis of data are also a benefit to programming our classes in this manner; as targeted Professional Learning can be planned and implemented in the classroom,	Attendance and accommodation to Future Schools Conference in Sydney. Travel to Rowena Public School to observe and collaborate with teachers using Collaborative Learning Spaces • Support for beginning teachers \$1818.20

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching programs reflect 21st Century learning practices	reported on by the teacher, and data is gathered and analysed by both teachers. This is evident with L3 and TEN training being implemented for the Infants students with PLAN data being tracked every five weeks and in the Primary class; Literacy and Numeracy progress is being tracked through the Continuum. Reviewing data for future planning is completed by both teachers, and the respective teacher plans and reports on their own class.	

Next Steps

Through analysing our students' results and our school's direction and reflecting on the External Validation results we have indicated the following steps as priorities in 2017:

1. Investigate better ways to give more regular updates of student performance to keep the wider community informed
2. Continue to develop the teacher observation practice and engage in formal professional dialogue around interpreting the data from the observations
3. Develop a culture of teachers sharing their expertise in formal Professional Learning sessions

Strategic Direction 3

Cultural and Community Inclusion

Purpose

To foster a learning environment rich in community inclusion and Indigenous culture

Overall summary of progress

2016 saw the completion of our Kamilaroi Cultural walk through which has complimented our Kamilaroi Language lessons that also began this year. The Kamilaroi language lessons has enabled students to formally welcome guests in language and also increase students knowledge of Indigenous culture significantly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of student access Kamilaroi language lessons	This has been achieved this year with every student having and participating in Kamilaroi language lessons once a week.	Create interactive cultural learning hubs Funds to be used to combine with IAS grant money to create an interactive cultural walk to promote local Kamilaroi culture. \$5000 (Aboriginal loading) Employment of a tutor to develop knowledge of Kamilaroi language. \$12 540.37 (Indigenous Advancement Strategy – IAS)
90% of stakeholders express satisfaction with the school's cultural and community inclusion processes	We currently have 100% satisfaction rating of our school's cultural and community inclusion processes and this is largely due to our ongoing commitment to engaging cultural experiences at the school and inviting the community to attend or keeping them up to date through the school's Facebook page.	Completion of the Kamilaroi walk through which complimented our language program. \$32 373 (IAS grant and Aboriginal loading) Employment of a Kamilaroi language tutor and cultural events costs \$12 540.37 (IAS grant)

Next Steps

Through analysing our students' results and our school's direction and reflecting on the External Validation results we have indicated the following steps as priorities in 2017:

1. Use Kamilaroi tutor's expertise to provide professional learning for teachers on Kamilaroi culture and language
2. Encourage and provide opportunities for our students to be actively involved in the various community groups

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	1. Aboriginal background loading enabled 4 Aboriginal students to access speech therapy through the Come and See program run through Royal Far West. 2. The funding contributed to the completion of the Kamilaroi walk through which complimented our language program 3. Assisted with the employment of a Kamilaroi language tutor 4. Assisted to employ an additional teacher 1 day per week to implement L3 and TENs in K–2. which has significantly increased Aboriginal student results in accordance with PLAN data.	\$26 250 (Aboriginal background loading) 1. \$12 500 2. \$5 000 3. \$6 750 4. \$2 000
Low level adjustment for disability	1. Assisted to employ an additional teacher 1 day per week to implement L3 and TENs in K–2. this has produced point of need teaching to all students.	Teacher Employed for 3 days/week to teach K–2 and enter Continuum data– Employment of 1 SLSO position (2 days in total) to support the implementation of L3, TEN and TOWN. SLSOs are to support teaching staff in preparing resources and provide in class support for students. \$12331 (Location) + \$2711 (Low Level Disability) + 294 (LowSES) = \$15336
Quality Teaching, Successful Students (QTSS)	1. Provided part time release for observation of teaching practices	\$813
Socio–economic background	1. Employment of 1 SLSO position (2 days/week) to support the implementation of L3 and TENs. 2. Assisted to employ an additional teacher 1 day per week to implement L3 and TENs in K–2.	Teacher Employed for 3 days/week to teach K–2 and enter Continuum data– Employment of 1 SLSO position (2 days in total) to support the implementation of L3, TEN and TOWN. SLSOs are to support teaching staff in preparing resources and provide in class support for students. \$12331 (Location) + \$2711 (Low Level Disability) + 294 (LowSES) = \$18 500
Support for beginning teachers	1. Attendance to Future Schools Conference 2. employment of 1 teacher /week for 20weeks to release teacher	\$7 224.2 (Support for beginning teachers) 1. \$1 818.20 2. \$5 406
Early Action for Success	1. Employment of a teacher 1 day/week for 4 terms to implement L3 and TENs, create Data Walls and PLPs in K–2. This has produced individual student tracking systems which enables teachers to identify areas of strengths and weaknesses using the Literacy and Numeracy Continuum.	1. \$10 542 (EaFS)

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	4	8	7	7
Girls	4	5	3	4

In 2016, out of the eight staff employed throughout the year, Pilliga Public School employs two Aboriginal staff members. This includes an Indigenous tutor and a staff member employed as the assistant in our Pilliga Support Playgroup that the school is auspice for.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Student attendance profile

School				
Year	2013	2014	2015	2016
K			90.7	93.2
1		98.4	91.9	84.9
2		97.7	98.8	96.6
3	100	93.7	94.2	96.2
4	98.5	98.9	94.4	95.5
5	84.8	93.1	100	90.9
6		93.7	96	99.2
All Years	91.4	95	94.2	92.6
State DoE				
Year	2013	2014	2015	2016
K			94.4	94.4
1		94.7	93.8	93.9
2		94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6		94.2	93.5	93.4
All Years	94.7	94.8	94	94

Professional learning and teacher accreditation

Professional Learning (PL) was targeted in our School Plan and in the development of our teaching staff's Professional Development Plans. Language, learning and Literacy for Year 1 (L3 1) was completed this year by our K–2 teacher which was a whole year commitment with six PL days and six follow up observation days by our Instructional Leader. Our school's focus on 21st Century Learning was prioritised with attendance to the Future School's Conference in Sydney and a day spent at Rowena Public School observing and collaborating with teaching staff on their use of Collaborative Learning Spaces.

Ongoing PL through Early Action for Success (EaFS) was completed with attendance to Principal and Instructional Leader meetings in Dubbo and Sydney. This informed Principals of the trends seen in EaFS schools across the State which then prioritised specific areas for teaching and learning.

Communicating and Engaging With Your School Community was a worthwhile PL for principals, as this helped form the direction and development of our school's Facebook page and changes to the layout of the school's newsletter.

Through the Leadership Development Initiative (LDI), one teacher was successful in applying for the grant which enabled them to begin their Lead Accreditation. Information sessions in Sydney were held to meet mentors and gain an understanding of the project.

In 2016, one teacher completed their Maintenance of Proficient Teacher status and was undergoing the initial stages of their Lead Accreditation. Two teachers were developing their portfolios for gaining their Proficient Teacher accreditation.

Staff Development Days

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.7
Other Positions	0.1

Term 1 – First term’s professional learning was a combined school session with Burren Junction Public School hosting, Pilliga and Rowena. The day included mandatory Child Protection, Code of Conduct WHS local inductions via eLearning, CPR and face to face Anaphylaxis training. 5 staff attended.

Term 2 – This term's SDD was on designing Collaborative Learning spaces. 2 staff attended.

Term 3 – The SDD was focused on the need to program and plan effectively using the new Collaborative learning spaces. 3 Staff attended.

Term 4 – A variation to term four’s staff development days were completed on the 23rd, 24th and 27th November. The professional learning on the 23rd was on Accreditation and analysing annotations – 3 staff attended. The 24th targeted the review of the effectiveness of our programming and planning in our teaching programs around Collaborative Learning spaces – 2 staff attended. The 27th was focused on data analysis and using this to plan for future targets – 2 staff attended

Professional Learning total cost = \$12 970.52.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	153 018.60
Global funds	67 439.78
Tied funds	155 746.68
School & community sources	6 518.57
Interest	3 349.32
Trust receipts	1 216.50
Canteen	0.00
Total income	387 289.45
Expenditure	
Teaching & learning	
Key learning areas	17 305.48
Excursions	1 358.50
Extracurricular dissections	2 085.04
Library	2 101.09
Training & development	378.64
Tied funds	161 574.50
Short term relief	1 964.95
Administration & office	18 308.21
School-operated canteen	0.00
Utilities	10 551.63
Maintenance	7 489.54
Trust accounts	1 216.50
Capital programs	4 518.18
Total expenditure	228 852.26
Balance carried forward	158 437.19

A full copy of the school’s 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.

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.

In 2016, Pilliga Public School had one student from Year 3 participate in the NAPLAN testing and two students in Year 5. To maintain confidentiality it's not possible to comment on results in this Report. Individual student results have been discussed with parents.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In 2016, in accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. As mentioned previously, in 2016, Pilliga Public School had one student from Year 3 participate in the NAPLAN testing and two in Year 5. To maintain confidentiality it's not possible to comment on results in this Report. Individual student results have been discussed with parents.

Parent/caregiver, student, teacher satisfaction

Over the course of 2016, numerous parent meetings were conducted to measure parent satisfaction with the school and how they thought the school was providing for their child's needs. The feedback from these meetings were positive with 100% of parents indicating they were satisfied with the school's direction and with the results of student outcomes.

Policy requirements

Aboriginal education

In 2016, Pilliga Public fulfilled our target to provide 100% of students with Kamilaroi language lessons by a qualified tutor. By engaging in Aboriginal policy documents such as the OCHRE document, Key Directions for Aboriginal Education, the Capability Framework – Teaching Aboriginal and Torres Strait Islander EAL/D Learners as well as the DoE Wellbeing

Framework, a clear direction was established to initiate, develop and implement a local Indigenous language into our school curriculum that enabled students, staff and community to participate in Aboriginal cultural education that is in partnership with our local Aboriginal community. Consultation with local Land Council was prioritised and subsequently enabled the program to be represented as a Product in our 3rd Strategic Direction – Cultural and Community Inclusion.

We also completed our Kamilaroi inspired Cultural Walk Through, which complements our language program by enabling students to physically immerse in symbolism and significant Kamilaroi cultural artefacts in the playground.

Multicultural and anti-racism education

Providing a great variety of Multicultural days was specific focus for our school this year. Our 3rd Strategic Direction of Cultural and Community Inclusion was the driving force, with the goal to increase the education of Aboriginal culture and invite community members to attend and be a part of the learning. The cultural days included current and former Indigenous Rugby League players James Roberts (Broncos) and Brad Tighe coming to the school to talk to the students about how they can achieve their dreams, we also had music performances at the school performed by 'Black Money' and '2 Geez' to inspire and promote Indigenous culture. Another significant event included a local Indigenous artist, Darryl Ferguson, visiting the students to talk about the importance of story telling and we also had a dance workshop from Thikkabilla Vibrations which included cultural activities such as a traditional smoking ceremony and stories. Phillip 'Wildman' Green visited our school to talk and perform for our students about Indigenous culture. The highlight was investigating our local area and finding evidence of post colonisation Aboriginal cut glass near the lagoon (the glass was carefully sharpened by carving out flecks and would have been used as a cutting tool), and also collecting resin from trees and grinding it into a powder that was then heated and used as a traditional style glue to make our own mini axe.