

# Pilliga Public School Annual Report



2018



2870

## Introduction

The Annual Report for **2018** is provided to the community of Pilliga 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.

Seonaid Stewart

Principal

### School contact details

Pilliga Public School

Dangar St

Pilliga, 2388

[www.pilliga-p.schools.nsw.edu.au](http://www.pilliga-p.schools.nsw.edu.au)

[pilliga-p.school@det.nsw.edu.au](mailto:pilliga-p.school@det.nsw.edu.au)

6796 4338

## 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 provides engaging quality focused learning experiences based on evidence based practices.

### School context

Pilliga Public School is a unique educational facility. It is situated on the North West corner of the Pilliga Forest, 100 kilometres west of Narrabri and 100 kilometres east of Walgett. In 2018, the school has 9 student enrolments with 91% 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 attendance 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), 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

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. 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.

#### Learning

In the area of learning we believe our school is delivering.

Students and staff at Pilliga Public School continue to focus in developing a positive school environment of high expectations that promotes positive student wellbeing, behaviour and strong student participation in curriculum and learning.

The cohesive learning environment at Pilliga Public school is underpinned and supported by positive relationships. Through the implementation of Early Action for Success strategy, systems of tracking students' learning and progress for staff, parents and students have been developed and implemented in line with current curriculum. Students are more aware of learning expectations and how to meet their individual academic goals.

Wellbeing continues to be a priority for our school within the next 3 year planning cycle. We are working towards embedding whole school processes and building upon the successful values program that already operates in our school.

All students received specialised STEAM learning opportunities provided by a new teacher to the school through the Rural and Remote Exchange Experience, students problem solving and critical thinking strategies have noticeable increased.

#### Teaching

In the domain of Teaching we believe our school is delivering.

Our major focus areas have been effective classroom practice and collaborative practice. Our focus on improving the delivery of a consistent curriculum has supported and increased student engagement. The routine collection of continuum data and targeted professional learning opportunities, further developed teachers' skills in analysing and using student assessment data effectively.

This collaboration has included the develop and refinement of K–6 scope and sequences and is supporting improvement

in curriculum planning. Staff have ensured the best possible outcomes for students, by attending various professional learning sessions.

## **Leading**

In the elements of school planning, implementation and reporting and management practices and processes we are sustaining and growing. Our school is working to strengthen effective administrative practices and systems that can be sustainable into the future. Community satisfaction is important to us.

The school has used evidence based strategies and collaborative feedback and reflections in implementing the strategic directions of the new school plan that delivers ongoing improvements in student outcomes and provision of opportunities to prepare for learning in the 21st Century.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Successful, engaged learners who are connected to their cultural heritage

### Purpose

To create a positive learning environment where a community wide approach to student wellbeing is established. A learning environment which is rich in local culture and history with many opportunities for community involvement will be created. The whole school community will work together to support students to achieve and succeed now and in the future by engaging in relevant learning opportunities and developing specific skills, that provide greater future prospects.

### Overall summary of progress

All staff identified the individual learning needs of the students in their class and this was reflected in teaching and learning programs. Personalised Learning Plans were implemented for all students demonstrating evidence of consultation and review to achieve student goals.

Staff used the Wellbeing Self Assessment Tool to highlight the wellbeing needs within the school. Staff researched a number of wellbeing programs before choosing one that was deemed most appropriate for the students needs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase community understanding of student wellbeing.	\$1000 – purchase Life Skills GO program.	100% students have a wellbeing goal on their PLP. 80% of parents attended 3 way meetings throughout the year.
Increased sense of belonging and connectedness amongst students, staff and community.	\$24 000 SLSO & visiting cultural tutors from Aboriginal Background	All student's attend weekly Kamilaroi lessons from our Kamilaroi tutor. All students participated in week long activities that further developed their understanding of their culture. 90% of families represented at school cultural events.

### Next Steps

Implement Life Skills Go wellbeing program for all students.

All staff to participate in Life Skills Go Masterclasses.

Regular updates and communication with parents regarding the wellbeing program.

Cultural events planned for each term which involve the whole community.

## Strategic Direction 2

Future focused, innovative learning within a culture of high expectations

### Purpose

To improve student performance through high expectations, targeted support and explicit teaching of essential skills and abilities to foster a learning environment that is rich in critical thinking and problem solving which will enable students to become collaborative, creative and future focused learners.

We will have strong focus on utilising digital technologies and Information Communication Technology (ICT) capabilities as effective learning and collaborative tools as well as an integrated approach to applying practical mathematics and science Outcomes.

### Overall summary of progress

Staff were trained in the Language, Learning and Literacy (L3) program to ensure the curriculum provision in Year 1 and Year 2 was evidence-based and responsive to individual needs.

All staff completed professional learning aligned with individual Performance and Development Plans and school strategic directions. This helped to further support their capacity to deliver high quality teaching practice. Performance and Development Plans were developed to negotiate goals and identify professional learning needs aligned to Australian Professional Standards

All staff attended PL focusing on various aspects of STEAM teaching and Learning pedagogy.

The school was successful in their bid to employ a specialist STEAM teacher for the second semester of 2018 and to use the Rural and Remote Initiative grant to purchase STEAM resources which support the development of critical thinking skills.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving in the top 2 NAPLAN bands for literacy and numeracy.	\$24 0000 SLSO support, L3 training, casual relief form Low socio-economic.	50% of Year 3 in the top two bands for reading and grammar.  25% of Year 3 in top two bands for writing, spelling and Numeracy.
Increased proportion of students who demonstrate future focused skills in their learning.	\$6000 for teacher PL, ICT & STEAM resources from Rural and Remote Initiative funds.	All students have improved their coding knowledge, have used virtual reality equipment and are able to build and write algorithms for a variety of age appropriate robots.
Increase the capacity of staff and students in applying practical Science, Mathematics and ICT tools.	\$1200 for casual staff from Rural and Remote Initiative.	Staff received TPL on WEDO, scratch, Google drive and Google classroom over two three hour sessions.  Staff attended PL on the digital technologies curriculum.

### Next Steps

Increase digital technologies curriculum delivery to further develop students critical and creative thinking skills.

Scope and sequence of digital technologies established,

Critical thinking and problem solving strategies linked to all KLAs.

Authentic STEAM activities developed and linked to all KLAs.

Continued staff development especially in areas of the STEM share community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$36 446	<p>Employment of a Kamilaroi tutor, SLSO and various cultural tutors enabled 100% of students to learn about reconciliation and connection through their involvement in learning their language and participating in cultural dancing, singing and the arts.</p> <p>Students were involved in a process of consultation and review to develop a Personalised Learning Plans (PLP). This ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals.</p>
<b>Low level adjustment for disability</b>	\$10 411	Employment of a second teacher for 1 day a week allowed intensive support for identified students on Personalised Learning and Support Plans.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$2811	Supported teachers to attend professional learning.
<b>Socio-economic background</b>	\$30 979	Employment of SLSO 2 days per week and purchasing of resources such as Mathletics and Reading Eggs subscriptions to further develop numeracy and literacy skills.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	7	7	8	5
Girls	3	4	8	4

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.7	93.2	94.7	
1	91.9	84.9	96.6	98.7
2	98.8	96.6	77.8	96.7
3	94.2	96.2	98.9	91.8
4	94.4	95.5	96.6	
5	100	90.9		93.3
6	96	99.2	93.2	
All Years	94.2	92.6	93.2	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	
5	94	93.9		93.2
6	93.5	93.4	93.3	
All Years	94	94	93.9	93.4

### Management of non-attendance

The school works closely with the Home School Liaison Officers to ensure that all students attend school regularly. The need for regular attendance is a feature throughout the year in school's newsletter with term dates and start times regularly posted on Facebook.

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on the Aboriginal composition as a proportion of their school's workforce. Pilliga Public School has 22% of staff who are Aboriginal .

### 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	50

### Professional learning and teacher accreditation

In 2018, professional learning at Pilliga Public School was given a high priority. All professional learning, where possible, was research-based to ensure quality and currency. Evaluation of professional learning was used to determine the impact on student achievement. The main focus in 2018 was the Language, Learning and Literacy (L3) program, which was extended to include Stage 1, as well as Kindergarten.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	159,782
<b>Revenue</b>	463,377
Appropriation	416,472
Sale of Goods and Services	109
Grants and Contributions	45,184
Gain and Loss	0
Other Revenue	0
Investment Income	1,611
<b>Expenses</b>	-423,353
Recurrent Expenses	-423,353
Employee Related	-360,433
Operating Expenses	-62,920
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	40,024
<b>Balance Carried Forward</b>	199,807

The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken again this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HR budget tool, SAP and the Electronic Financial Planning Tool. The intended use of funds available from 2018 is to continue upgrading technology in the school and the infrastructure to support it.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	292,345
Base Per Capita	3,094
Base Location	17,236
Other Base	272,016
<b>Equity Total</b>	80,683
Equity Aboriginal	36,446
Equity Socio economic	30,979
Equity Language	0
Equity Disability	13,259
<b>Targeted Total</b>	0
<b>Other Total</b>	2,818
<b>Grand Total</b>	375,846

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

There were 4 Year 3 students and 1 Year 5 student who took part in the NAPLAN testing. In a small school, reporting of these results would allow for students to be identified. Individual student results were communicated to parents. Results have been used to inform future planning to ensure future individualised programs can be developed appropriately.

There were 4 Year 3 students and 1 Year 5 student who took part in the NAPLAN testing. In a small school, reporting of these results would allow for students to be identified. Individual student results were communicated to parents. Results have been used to inform future planning to ensure future individualised programs can be developed appropriately.

we celebrated NAIDOC Day, we had visiting cultural tutors teaching all students traditional dances and explaining the purpose of each dance. All students took part in traditional arts and singing and Tyrone led the smoking ceremony. Our Country Women's Association (CWA) hosted our school for the annual Country of Study luncheon. This year's focus was on Poland.

In 2018, 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. At Pilliga Public School, in Year 3, 50% of students were in the top two bands for reading and 25% in numeracy. As there was only 1 student participating in NAPLAN in year 5 to maintain confidentiality it's not possible to comment on results in this Report.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Due to the small numbers of participants the Tell Them From Me survey could not be used this year. In 2018, the school informally sought opinions about each major school event, transition programs and community engagement. School-based surveys were used to gather responses.

## Policy requirements

### Aboriginal education

The school continues to place a high importance on Aboriginal Education. Every student had a Personalised Learning Plan which was developed closely with parents, caregivers and students focusing on academic and welfare goals and extra curricular interests. All students are encouraged to broaden their knowledge of the local Aboriginal heritage and cultural traditions through the integration of Aboriginal perspectives across all curriculum areas. All students participate in weekly Kamilaroi language and cultural lessons. NAIDOC day was celebrated with Gwabegar Public school and the community, with all children in the community taking part in traditional art and dance activities.

### Multicultural and anti-racism education

Our Kamilaroi language lessons are specifically designed to be inclusive to Kamilaroi students and non-Kamilaroi students. This fosters a deep understanding and a shared acknowledgement of local Indigenous traditions and customs but equally important is the celebration of culture and the appreciation of Aboriginal heritage that is held by all students. In addition to our Kamilaroi language lessons,