

2020 Annual Report

Pilliga Public School



2870

Introduction

The Annual Report for 2020 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.

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School vision

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 2019, the school has 13 student enrolments with 84% 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase community understanding of student wellbeing.

Increased sense of belonging and connectedness amongst students, staff and community.

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Develop and implement a school approach to wellbeing that is evidence based.

Implement strategies that engages the community to support student learning and wellbeing.

Evaluation	Funds Expended (Resources)
<p>In term 1 staff commenced PL in the Be You program which is a national initiative for educators aimed at promoting and protecting positive mental health in children. Every student received weekly tuition in social and emotional skills through SEL lessons either from areas that fall under the Be You program or through the mindfulness activities from Class Dojo.</p> <p>Learning from home during the COVID-19 restrictions enabled parents to share a deeper understanding and increased awareness of the implications and challenges of current educational and wellbeing practices.</p> <p>3-way interviews took place over the phone due to COVID-19.</p> <p>Student, parent and community questionnaires were developed to collect information regarding the success of the wellbeing programs used in school and any future needs that were required to be addressed.</p> <p>Staff disseminated and discussed data collated from the questionnaires and considered future actions.</p> <p>Staff and 5 parents completed online PL through Parent partnership group in the "No Scaredy Cat" Program.</p> <p>The results of the questionnaires regarding wellbeing stated that there was a need for further emotional support and resilience training for all students.</p>	<p>Purchase of external program/ staff release time to create internal wellbeing program..</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4000.00)• Flexible funding for wellbeing services (\$2000.00)

Process 2: Learning Opportunities

Pursue and integrate strategic and authentic opportunities and specialist experiences that target student interests to broaden aspirations and develop a varied curriculum that overcomes the challenges of rural isolation.

Evaluation	Funds Expended (Resources)
<p>In early term 1 staff audited STEAM resources and highlighted gaps. The principal applied for and was successful in acquiring a Rural and Remote initiative grant to create a Maker Space.</p>	<p>All resources purchased.</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

The resource room was converted into a Maker Space, where students regularly use the equipment to create projects that answer STEAM investigation questions.

Primary students have been challenged to create projects that relate to real life situations so that they can see the relevance of STEAM and technology in our day to day lives.

- Rural and remote technology budget (\$4000.00)

Next Steps

Staff at Pilliga Public school will continue to offer quality wellbeing workshops to support parents in assisting their children to become resilient life-long learners.

Staff to complete the Wellbeing assessment tool and consider the results of the questionnaires and consider how to meet either through an internally developed wellbeing program or an externally purchased wellbeing one.

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.

Improvement Measures

Increased proportion of students achieving in the top 2 NAPLAN bands for literacy and numeracy.

Increased proportion of students who demonstrate future focused skills in their learning.

Increase the capacity of staff and students in applying practical Science, Mathematics and ICT tools.

Progress towards achieving improvement measures

Process 1: Building Staff Capacity

- Develop collaborative systems to effectively implement evidence based practices into teaching and learning - including an ongoing focus on literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Internal data through whole school formative and summative assessment has shown that in reading 50% of infant students are reading at or above their year level with primary benchmark data indication 80% of students reading at/above their year level.</p> <p>In 2020 there were 5 students in both year 5 and year 3, in the year 5 Check-in assessment there was one student in the bottom 2 bands in both numeracy and reading and 1 student in the bottom two bands in the year 3 assessment.</p> <p>Across the school external assessment highlighted the need for an increased focus on reading comprehension and text analysis, and problem solving in numeracy.</p> <p>All students have become more familiar, skilled and competent in using digital technologies across all areas of the curriculum.</p>	<p>7 steps to Writing, Jolly Phonics, EAfS word work Spelling Mastery & I-maths program.</p> <p>Staff meetings</p>

Process 2: Engaging Curriculum Delivery

- Develop staff capacity to embed a strong focus on 21st century learning across programs focusing on critical thinking and problem solving ensuring structures are in place to effectively resource this.

Evaluation	Funds Expended (Resources)
<p>Programs have been created that support and develop the four 21st century problem solving skills of critical thinking, communication and collaboration across all key learning areas.</p> <p>Students have successfully progressed through a number of e-learning programs such as Fast Phonics, Reading eggs, Mathseeds, Mathletics and Typing Tournament. They also utilised the See Saw program to support home schooling throughout the COVID -19 restrictions.</p>	<p>Staff release to develop programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Ruaral and Remote technology budget (\$1100.00)

Next Steps

Developing problems skills will continue throughout K-6 focusing on teachers reflecting upon their teaching and learning programs to ensure that there is ample opportunity for all students to develop the skills linked to the four areas of problem solving.

Ongoing reviews of the school's digital technologies scope and sequence to ensure it aligns with the students' increased skill levels.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$46 575.00)	The employment of support staff throughout the school has provided extra teaching support in the infant classroom to support early years learning. It has also been used to support the Kamilaroi language program and cultural activities throughout the year.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$14 174.00)	Personalised support is delivered daily for identified students. This support occurred individually or in small groups and enhanced the opportunity to increase engagement for vulnerable students who needed extra support to follow whole class instruction. There was an increase in confidence and subsequently achievement for many of these students, especially in the early years.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Socio-economic background (\$2 516.00)	The school used the 0.015 to top up the second teacher's hours to enable teaching and learning to take place in stage groupings four days per week.
Socio-economic background	Funding Sources: • Socio-economic background (\$28 138.00)	The employment of additional staff to support student learning, alongside subsidies being provided for excursions, sporting visits and cultural activities. The SLSOs provided individualised and small group intervention during the literacy sessions. More students achieved success which resulted in an increased confidence to participate fully in class lessons.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	8	5	7	11
Girls	8	4	8	11

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7		90.7	89.3
1	96.6	98.7	54.3	91.9
2	77.8	96.7	97.2	
3	98.9	91.8	82.2	92.8
4	96.6		91.1	89.4
5		93.3		92.2
6	93.2		94.1	
All Years	93.2	94.8	89.3	91.6
State DoE				
Year	2017	2018	2019	2020
K	94.4		93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	
3	94.1	93.6	93	92.1
4	93.9		92.9	92
5		93.2		92
6	93.3		92.1	
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	221,959
Revenue	540,308
Appropriation	499,024
Sale of Goods and Services	625
Grants and contributions	40,339
Investment income	320
Expenses	-487,251
Employee related	-398,763
Operating expenses	-88,488
Surplus / deficit for the year	53,058
Closing Balance	275,016

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	88,888
Equity - Aboriginal	46,576
Equity - Socio-economic	28,138
Equity - Language	0
Equity - Disability	14,174
Base Total	329,136
Base - Per Capita	3,608
Base - Location	17,278
Base - Other	308,250
Other Total	15,096
Grand Total	433,119

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent survey responses showed a strong agreement in the positive direction of the learning and wellbeing of all students. 100% of the surveys returned showed that parents agreed or strongly agreed that the school provides authentic and varied learning opportunities for all students and the school was a safe and happy environment where a mutual feeling of respect was fostered.

The future directions that parents wished to be a focus were: continued Aboriginal education focus, continued development of all areas of curriculum and increased extra-curricular activities.

100% of the student surveys agreed that the school was delivering at a high level in the areas of teaching opportunities, relationships and classroom organisation and management.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.