

Pilliga Public School

2019 Annual Report



2870

Introduction

The Annual Report for 2019 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.

School contact details

Pilliga Public School

Dangar St

Pilliga, 2388

www.pilliga-p.schools.nsw.edu.au

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 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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>Student Wellbeing Program</p> <p>The Life Skills Go program was implemented in term 1 and used twice weekly by all students. All teaching staff completed the six masterclass sessions that led to a greater understanding of content delivery.</p> <p>In our 3-way Personalised Learning Plan (PLP) meetings, the students demonstrated the program to their parents and carers, so that their parents understood the different strands of the program and how this supported their child's well being. Every student had an agreed well being goal in their PLP.</p> <p>Kinder Transition</p> <p>Through discussions with our playgroup parents, it was decided to establish a pre-school. The pre-school ran alongside The Dubbo Distance Education Pre-school. The school offered one session a week in semester 1, with 3 students attending regularly. In semester 2 the school offered two sessions, one full day and one morning session. Every student who was eligible for kindergarten in 2020 attended both sessions. As a result all students displayed confidence in all areas of school life.</p>	<p>Purchase Life Skills online program for all students and masterclasses for Teacher Professional Learning – Socio-economic background funding – \$1000.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

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>STEAM (Science, Technology, Engineering, Arts & Mathematics) Engagement</p> <p>Throughout 2019 all students had the opportunity to participate in various digital technologies. On three separate occasions, students ran activities that developed their STEAM skill set and enabled them to share these skills with their families and the community.</p>	<p>Stemshare Kits: film making, PC robotics 3D Printing and Virtual Reality kits hired and used throughout the year. Funds were used from Rural and Remote initiative grant to purchase Wedo and EV3 robotic kits. Employment of specialist teacher</p>

Progress towards achieving improvement measures

The teaching staff reviewed the schools' Scope and Sequence to further develop the STEAM curriculum so that it aligns with students' increased skill levels.

All students coded the Wedo and the EV3 robots in our end of year presentation.

through rural and remote Experience program.

Funding Sources:

- Rural School Experience (\$8000.00)
- Rural and Remote Initiative (\$3500.00)

Next Steps

- Staff to complete the Professional Learning modules delivered by the BeYou Welbeing Program;
- Establish a whole learning community approach to mental health and wellbeing.

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>Professional Learning</p> <p>At the beginning of 2019 teaching staff completed the 'What Works Best reflection guide. As a result of this teaching staff felt there was a need to participate in ongoing Professional Learning in the areas of learning intentions, success criteria and effective feedback. The focus saw teachers use all three strategies in the classroom and in their programming on a regular basis.</p> <p>Numeracy Program</p> <p>In term 1 the i-maths program was introduced throughout every stage in the school. The use of i_maths throughout the school created a real life numeracy program where all students were able to apply their mathematical skills to real life investigative problems. Students have become increasingly skilled at planning their investigations, highlighting metalanguage and working collaboratively. The schools literacy and numeracy provision and evidence based practices provide a high expectations framework within which all student's effectively develop their knowledge, understanding and skills</p>	<p>Literacy & numeracy Progressions, PLAN2 professional learning materials, staff professional learning sessions.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning funds (\$2000.00)

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>Problem Solving</p> <p>Technology and teaching programs that support 21st century learning is present and integrated into lessons by teachers, to provide continuous improvements in problem solving skills. Students have consistently demonstrated that they can use the 4 main problem solving strategies of</p>	<p>Specialist STEM teacher from the Rural and remote experience program. STEMshare tutor visits. Staff attended STEMshare webinars. Two staff attended the EDUTech conference in Sydney. Rural and remote initiative</p>

Progress towards achieving improvement measures

creativity, critical thinking, communication and collaboration that have been taught in prior STEAM lessons in independent learning activities. Teaching staff have provided feedback to students focusing on their ability to use and improve their level of problem solving skills. Evidence was collected through formative and summative assessment processes.

e-Learning Programs

The further development of technology in daily lessons has increased all students' technology skills and independent learning. Students have successfully used and progressed through the Mathletics and Maths Seeds programs, with all students displaying a high level of engagement. In English the school utilises Reading Eggs in the infant classroom and Reading Express and Typing Tournament in the primary classroom. Teaching staff have witnessed a great improvement in the students' touch typing skills, with one student successfully completing the whole program.

funding \$1200. Purchase of two interactive panels (Rural Technology grant \$4500), purchase resources to fill identified gaps in STEAM teaching resources.

Funding Sources:

- Rural and Remote Experience (\$1200.00)
- Rural and remote Technology grant (\$5000.00)

Next Steps

- All staff to participate in 7 Steps to Writing Online Professional Development and subsequently deliver learned strategies in writing sessions;
- Staff to complete Professional Learning in area of formative assessment;
- Maker Space established in resource room space.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$28 545.00)	Aboriginal Background 85% of the Aboriginal Background funding was used to employ one teachers aide for two days and to top up another aide's hours so that there was extra teaching support in the infant classroom in order to support early years learning and development. The funding also enabled the Kamilaroi language program to be delivered.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$10 672.00)	The 0.1 FTE was absolved into the costs of topping up the second teachers hours so that there were two teachers in school for four days per week. This supported early years learning and development and to ensure that teaching and learning could be delivered in stage groupings.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$1 601.00)	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 (\$7 042.00)	The school utilised the flexible funding part of the socio-economic grant to top up the second teachers hours so that there were two teachers in school for four days per week. To support early years learning and development and to ensure that teaching and learning could be delivered in stage groupings.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	7	8	5	7
Girls	4	8	4	8

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	94.7		90.7
1	84.9	96.6	98.7	54.3
2	96.6	77.8	96.7	97.2
3	96.2	98.9	91.8	82.2
4	95.5	96.6		91.1
5	90.9		93.3	
6	99.2	93.2		94.1
All Years	92.6	93.2	94.8	89.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4		93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9		92.9
5	93.9		93.2	
6	93.4	93.3		92.1
All Years	94	93.9	93.4	92.8

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)	0.24
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	199,807
Revenue	440,173
Appropriation	390,247
Sale of Goods and Services	200
Grants and contributions	48,526
Investment income	1,200
Expenses	-418,021
Employee related	-340,035
Operating expenses	-77,986
Surplus / deficit for the year	22,152

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.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	60,105
Equity - Aboriginal	28,545
Equity - Socio-economic	17,714
Equity - Language	0
Equity - Disability	13,846
Base Total	308,686
Base - Per Capita	2,112
Base - Location	15,512
Base - Other	291,062
Other Total	8,558
Grand Total	377,349

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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.

Parent/caregiver, student, teacher satisfaction

In 2019, our school's Parent Satisfaction Survey had a return rate of 60%. These responses showed a strong agreement in the positive direction of the learning and wellbeing of all of the students in the school. 100% of the surveys returned agreed or strongly agreed that that the school provides authentic and varied learning opportunities for all students, 100% agreed or strongly agreed that all staff are approachable and keep parents well informed regarding student need and school operations. 100% of parents agreed or strongly agreed that the school was a safe and happy environment where a mutual feeling of respect was fostered. The student return rate was 72%. 100% of students agreed or strongly agreed that in the areas of engagement, relationships, classroom organisation and management, values and teaching opportunities, the school was delivering at high level. They liked the social and learning aspects of school, wanted more art lessons and less math and comprehension lessons, with the playground being the main area of improvement. To address this, Student Leaders led meetings to enable the students and school community to be involved in designing new markings for all areas of the playground. This will be implemented throughout 2020.

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.