

2020 Annual Report

Palmers Island Public School



**"Citizenship, Scholarship,
Sportsmanship"**

2829

Introduction

The Annual Report for 2020 is provided to the community of Palmers Island 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

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School vision

Palmers Island Public School provides staff, students, families and the wider community opportunities to work together to achieve the best possible educational outcomes for all students.

We provide opportunities for creativity, to enable students to be critical thinkers, responsible learners and productive citizens. Student wellbeing is paramount, community and staff support opportunities to encourage good mental health.

School context

Palmers Island Public School is a small school located in Northern New South Wales within the Lower Clarence River delta. Our school is located midway between Yamba and Maclean. The school was established in 1886. We have a current enrolment of 48 children comprising 2 multi-stage classes and the recent addition of a Multi-Categorical Class. We have two permanent teachers, one permanent part-time teacher and three SLSO officers. A Pre-Kinder transition program has successfully been running for 5 years.

Palmers Island has a small community village with a corner store, a small housing estate, several farming properties and two caravan parks. We have approximately 16% of the school population identifying as Indigenous. The school has a reputation as being inclusive and supportive of all families within the small school environment. Palmers Island Public School works collaboratively with the Clarence Valley Community of Small schools (CVCOSS).



Surf Therapy Program run in Term 1 with Waves of Wellness

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 | Delivering |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Delivering |
| 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 | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| 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 learners

Purpose

Engage all students in high quality learning experiences that focuses on students becoming confident and creative individuals and active and informed citizens through individual learning programs that utilise ICT, focus on literacy and numeracy and ensure that learning is differentiated for every student.

Improvement Measures

80% of students achieve at or above expected growth in NAPLAN English and Mathematics

Student attendance averages 95% annually

100% of children will be tracked on the learning progressions.

Every student is engaged and challenged to continue to learn.

Progress towards achieving improvement measures

Process 1: Staff trained in learning progressions

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Due to Covid, not all staff were able to be trained in the progressions. This will be taken up in 2021. The impact of Covid student and the in ability to track student achievement due to restricted attendance, this goal has been put on hold to be achieved in 2021. | Nil |

Process 2: Technology audit and replenishing technology to ensure all students have access to effective and efficient devices.

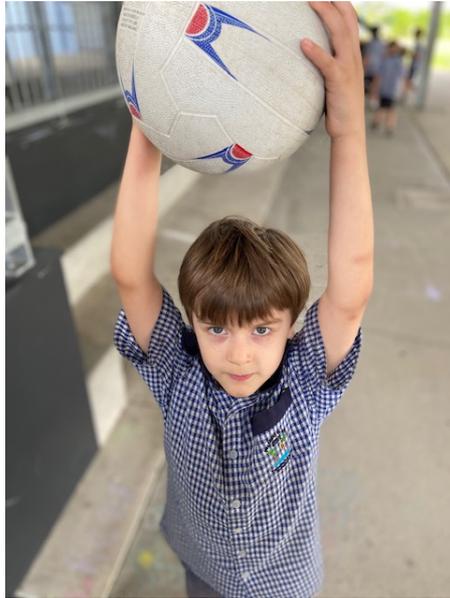
| Evaluation | Funds Expended (Resources) |
|---|---|
| Audit results identified that student technology sufficient to maintain effective future-focused teaching and learning practices in each of the 3 classrooms. 3 classroom teacher laptops upgraded to support teaching practices and support interactive smartboards. 2 new Smartboards have been effective in supporting the delivering interactive lessons to students. Equipment that was purchased specific to operations during COVID has been placed in classrooms for student use in film activities. All loan laptops and ipads were returned in good working order when restrictions lifted. 2 new staff lap tops require upgrading along with 2 smartboards in the 2-6 classroom and library. | \$ - ipads \$ - Assistive technology (filming) |

Process 3: Staff develop individual learning plans for all students ensuring differentiation and disability adjustments.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Individual learning needs of all students identified and catered for by differentiation of learning. Staff analyse assessment data to create individualised teaching and learning programs. Progress provided to parents in the way of formal interviews and reporting processes. | Staffing Allocations |

Next Steps

Processes created have become embedded in teaching and planning practices inclusive of all students. Families reported satisfaction with these processes. to further develop these processes regular collection and analysis of data by staff will give insight into teaching or intervention impact.



Strategic Direction 2

Quality Teaching

Purpose

Create and embed an environment that supports and nurtures quality teaching, builds staff capacity to deliver learning based on best-practice through a culture of collaboration, communication, leadership and organisational practices.

Improvement Measures

Reach parity or above with similar school groups with respect to average in all NAPLAN (at or above expected growth)

Increased proportion of all students in the top two NAPLAN bands for reading and numeracy.

Progress towards achieving improvement measures

Process 1: Staff trained in quality teaching and best-practices

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Staff undertook learnings and analysis of the What Works best document. Analysis of teaching and learning practices along with analysis of internal and external data triangulated with community feedback to inform future directions.</p> <p>NAPLAN markers will be evaluated in 2021 with new targets to be set as part of the new planning cycle. System negotiated targets will be deployed by Director Educational Leader.</p> | <p>Staffing allocation</p> <p>District resources</p> <p>DOE Professional Learning - What works best</p> |

Process 2: Staff collaboration and revision of organisational and educational systems across the school.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>Further revision of assessment schedules required to support the implementation of Initial-Lit program. In 2020 a new Maths Program will be trialled and assessment will be reflective of this introduction. Departmental assessments such as check-ins and phonics assessments will be included in schedules.</p> <p>Learning and support processes were revised and will continue to be monitored throughout 2021 with changes made as required. Processes are more streamlined and comprehensive inclusive of supporting documentation individualised to student needs.</p> <p>GOT It training to support student Wellbeing. This program will be rolled out to K-2 families in 2021 with a planned implementation of 3-6 in 2022 using the second step program.</p> <p>Scope and sequences revised with the implementation of Inquisitive, further revision required to include updated programs. Sequences are on a bi-or tri-annual rotation.</p> | <p>Staffing Allocation</p> |

Process 3: In house instructional rounds supporting quality teaching practices.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>Delayed due to COVID. Whilst instructional rounds were not formally undertaken. Informal and guide-by the side support was utilised to support teaching and learning practices.</p> | |

Next Steps

Staff were responsive to the needs of students, families and the wider community in the period of COVID restrictions. Professional Learning and plans were adjusted to meet the changing circumstances to ensure a high level of support and learning was provided.

Modifications to strategic directions have been analysed and will feed into the new reporting phase to meet the needs of our students.

Visible learning principles, Use of Data to inform student individual needs, analysis of impact and student Wellbeing have been identified as areas that will best move our school forward in the pursuit of excellence for our school community.

Strategic Direction 3

Leading

Purpose

Engage the school community as active participants in the education of all students through management systems, structures and processes that underpin ongoing school improvement and support a culture of high expectations.

The school is recognised as a leader for its impact on learning progress its effective practices and continuous improvement and its active support of (improvement in) other schools.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

8% improvement for all students

30% improvement in Aboriginal students

Progress towards achieving improvement measures

Process 1: Establish the MC class as part of our school community.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Parent and community partnerships were put on hold due to COVID restrictions. We felt that these activities and the building of relationships needed to be delivered in a face-to-face capacity. | |

Process 2: Peer Support - leadership training and continuation of Peer Support activities Terms 2 and 3

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Cancelled due to COVID. This program will be evaluated by the school community. | |

Process 3: To work collaboratively with across COSS to implement STEM professional learning for staff with a focus on futures based learning outcomes (unpacking the skills students need) for students.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Activities associated with working collaboratively with our community of schools were postponed due to COVID restrictions. | |

Next Steps

Positive Partnerships community goals will be rescheduled for 2021. This important initiative will support parents and families from our school and Lower Clarence network of schools.

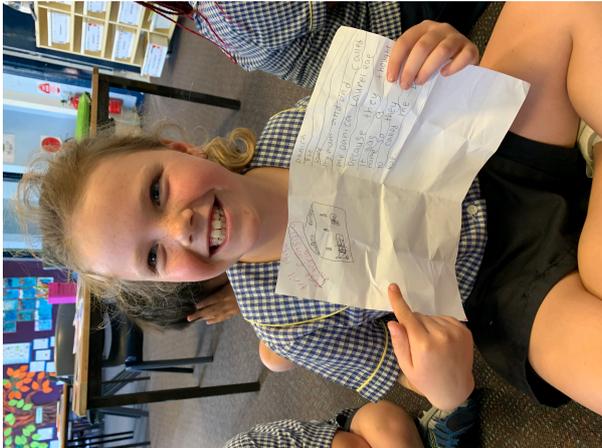
Discussions with Community of Schools members has devised plans to establish a Gifted and Talented STEAM groups across our network of schools giving opportunity to students requiring extension and/or development of skills.



3D Printer from STEM SHare

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | Assessment Kit - \$1000 Literacy Resources k-2 (Linfield Learning Hub) - \$1000 Positive Pieces & Second Step Wellbeing Program & Staff Training \$3000 Tennis Equipment (\$1000) Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$13 000.00) | The River of Learning Excursion and liaison with the AECG will continue in 2021. Initial-Lit program benefited students from K-3 as identified in initial screening. Staff and families committed to the GOT IT program. The program itself will commence in 2021 with face-to-face lessons for students and families however teacher training and resources were undertaken to be ready for the Term 1 commencement date. |
| Low level adjustment for disability | Change table freight - \$1000 Assistive Technologies \$3000 Staffing and staff training \$3000 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$1 000.00) Low level adjustment for disability (\$3 000.00) Low level adjustment for disability (\$3 000.00) | Students with additional needs benefited from assistive technologies which will be re-assessed in 2021 due to the changing needs of individuals. Assistive technologies purchased can be adapted with minor modifications. Increased staffing allocations support literacy and numeracy interventions in the classroom including Djehuti Maths (daily) and Reading groups (daily). |
| Quality Teaching, Successful Students (QTSS) | Staffing to support Learning and Support Teacher differentiation and wellbeing programs. Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$11 267.00) | The role of Student Support changed over the period of 202 due to COVID. QTSS funds were used to differentiate Learning from Home Packages and support children identified by their families has having difficulties during restrictions and returning to face-to-face learning. |
| Socio-economic background | Initial-Lit Resources - \$7000 Mini-Lit - \$1,563.64 Initial-Lit PL - \$1500 Mini-Lit PL - \$1200 Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$8 500.00) Socio-economic background (\$1 200.00) Socio-economic background (\$5 000.00) | After a year of trialling this whole-class K-2 intervention and the analysis of student data has shown great student developments in Literacy. A further program supporting 2nd tier students will be rolled out to targeted students in a before school program utilising the Mini-Lit Program. |
| Support for beginning teachers | Beginning Teacher Funds Professional Learning Funding Sources: <ul style="list-style-type: none"> Support for beginning | Beginning Teacher Funds were utilised to support teacher professional Growth and Development opportunities. Collaborative planning targeted areas identified by teacher and mentor to enhance and build capacity and skills of teacher. |

| | | |
|--|-------------------------------|--|
| <p>Support for beginning teachers</p> | <p>teachers (\$14 000.00)</p> | <p>Beginning Teacher Funds were utilised to support teacher professional Growth and Development opportunities. Collaborative planning targeted areas identified by teacher and mentor to enhance and build capacity and skills of teacher.</p> |
|--|-------------------------------|--|



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 28 | 30 | 27 | 21 |
| Girls | 18 | 17 | 21 | 17 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 75.2 | 95.1 | 88.7 | 94.7 |
| 1 | 92 | 86 | 86.7 | 91 |
| 2 | 88.4 | 91.8 | 93.4 | 86.1 |
| 3 | 93.3 | 80.3 | 87.8 | 89.8 |
| 4 | 89.6 | 91.6 | 86.7 | 86.9 |
| 5 | 89.6 | 75.2 | 76.8 | 92.6 |
| 6 | 92.9 | 94.6 | 92.5 | 81 |
| All Years | 89.2 | 89.7 | 87.9 | 89.6 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| 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) | 2.54 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 2 |

*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 | 88,502 |
| Revenue | 989,217 |
| Appropriation | 980,045 |
| Sale of Goods and Services | 120 |
| Grants and contributions | 8,945 |
| Investment income | 107 |
| Expenses | -924,570 |
| Employee related | -816,629 |
| Operating expenses | -107,941 |
| Surplus / deficit for the year | 64,647 |
| Closing Balance | 153,149 |

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 | 42,006 |
| Equity Total | 70,276 |
| Equity - Aboriginal | 13,715 |
| Equity - Socio-economic | 26,869 |
| Equity - Language | 400 |
| Equity - Disability | 29,292 |
| Base Total | 700,744 |
| Base - Per Capita | 12,785 |
| Base - Location | 1,379 |
| Base - Other | 686,579 |
| Other Total | 36,776 |
| Grand Total | 849,802 |

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

Students were surveyed at the end of 2020. The following is a summary of their responses:

When asked - Do my teachers care about my learning, all students responded yes

When asked - The most important things to me at school are, responses were teachers, friends, learning

When asked - What could I change in my classroom: students responded with, classroom layouts, furniture, no free time, more art, more one-on-one time with teacher

When asked - Do you think you are getting a good education: students all responded yes.

When asked - Do my teachers care about me: students all responded yes.

Parent and carers feedback was solicited at the end of 2020 to support the ongoing improvements of our school. Parents were asked a range of targeted planning questions along with general satisfaction questions. Families had the opportunity to respond electronically or using a paper version. 22% of the school population responded. Responders were asked to Rate their response between 1 and 5. 1 being the lower end of the scale and 5 the high end. Below is an analysis of their responses. Responses indicate that families are satisfied with the work of staff at our school.

When asked how school facilitates partnership between parent's, students and the school that support continuity of learning for all students at transition points, including Kinder, grade and High School transitions; the average response was 4.8.

When asked if Positive, respectful relationships are evident and widespread among students and staff and promote student's wellbeing to ensure the best conditions for student learning; the average response was 4.7.

When asked about how PIPS provide parents and carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress throughout 2020; the average response was 4.7.

When asked how staff use student progress and achievement data to identify school directions and develop and implement plans for continuous improvement; the average response was 4.6.

When asked if families agreed with the statement:- Palmers Island Public School is recognised as excellent and responsible by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school; the average response was 4.7.

When asked if families agreed with the statement: Island Public School supports change, works to improve and creates opportunities where feedback about the impact of change can be shared and monitored, the average response was 4.6.

When asked if families agreed with the statement: Island Public School takes a creative approach to the use of the physical environment to ensure that it optimises learning, within the constraints of the design and setting, the average response was 4.8

When asked if families agreed with the statement: Island Public School measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community, the average response was 4.5.

When we asked families what we were doing well their responses were:

"We appreciate the care and support shown to all students by teachers and other staff."

"Keep doing what you do and hope at the end of the day you have i"

"Everything - Have heard a few comments off parents who have kids in other schools that they always hear great comments about PIPS. "

"Open communication and caring staff."

When we asked families what we could do better, their responses were:

"We are happy with PIPS"

"Keep the good work going guys"

"Just a bit more notice for info like return permission notes:

"By having the teachers get to know all the children better the communication needs to be more open with children so that they can talk to the teacher without being worried about getting into trouble."

"More communication between community



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.