

2020 Annual Report

Pooncarie Public School



2895

Introduction

The Annual Report for 2020 is provided to the community of Pooncarie 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 Pooncarie Public School we strive to build an inclusive and trusting school culture by supporting collaboration, within the school community, to encourage high education, wellbeing and social opportunities and outcomes for students.

School context

Pooncarie Public School is a TP1 school, located on the banks of the Darling River in the far west of NSW, 110km north of Mildura and 250km south of Broken Hill. The community is surrounded by grazing properties. Pooncarie Public School was put into recess in 2012 due to falling enrolments and reopened in 2019 with 7 enrolments. The students are from both the town and rural properties.

The school motto of 'Advancing Together' underpins all that we do at Pooncarie School.

The values of **T**rustworthy, **R**espect, **U**nite, **E**ncourage is exemplified by the strong contributions made to our school by staff, students and impractical the community.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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 | 2020 School Assessment |
|--|----------------------------|
| LEARNING: Learning Culture | Delivering |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Working towards Delivering |
| LEARNING: Assessment | Working towards Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Working towards Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Working towards Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Working towards Delivering |
| LEADING: School planning, implementation and reporting | Working towards Delivering |
| LEADING: School resources | Working towards Delivering |
| LEADING: Management practices and processes | Working towards Delivering |

Strategic Direction 1

Learning and Wellbeing

Purpose

To provide an enabling school environment where staff and students are actively connected to their teaching and learning and have positive respectful relationships and experience a sense of belonging. Teaching and learning will be explicit and differentiated to cater for all learner needs.

Improvement Measures

All students achieving growth in reading and numeracy.

100% of students will have PLPs and achieving Personalise Learning Plan targets.

Development of a whole school assessment schedule to monitor student progress and inform teaching and learning programs.

Progress towards achieving improvement measures

Process 1: Implement an integrated approach to quality teaching, curriculum, planning, delivery and assessment.

| Evaluation | Funds Expended (Resources) |
|---|---|
| The school is building a culture of quality teaching and learning, through practices and procedures which been developed and implemented. This has been achieved through collaborative planning with staff on teaching and learning requirements/individual students needs/ assessment of learning and requirements and responsibility for all staff focused on reading and numeracy. Scope and sequences and programming practices have been established however continue to evolve to meet the needs of the students. All students have Individual Education Programs or Personal Learning Plans and targeted intervention programs for individual students who require them. | Second Teacher- FTE: 0.026 Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$1365.00)• Quality Teaching, Successful Students (QTSS) (\$1313.00)• Professional learning (\$252.00) |

Process 2: Develop and implement a whole school assessment schedule that staff use in a systematic and regular way to monitor student progress and to inform teaching.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Assessment data is used to inform and differentiate teaching and learning by all staff to support and challenge the learning needs of all students. An assessment schedule has been formulated, the school continues to explore additional relevant assessments as more extensive data is required to ensure the ongoing needs of students are meet. | Second Teacher FTE 0.1 Funding Sources: <ul style="list-style-type: none">• Operational Funding (\$11211.00) |

Process 3: Whole school approach to implementing the wellbeing framework and developing school values, and learning and support programs.

| Evaluation | Funds Expended (Resources) |
|--|---|
| A school culture has been established and continues to evolve. This has been built around student learning and wellbeing, every student is know, valued and cared for. Every student has a support plan for learning developed through 1:1 meetings with students and parents. School expectations, learning and behaviour have been agreed upon with staff, students, parents and community and embedded in learning and all aspects of the school and communicated to the community through our newsletter. | Second Teacher- FTE: 0.028 Funding Sources: <ul style="list-style-type: none">• Integration funding support (\$3092.00) |

Strategic Direction 2

Leadership and Connecting Community

Purpose

To develop school systems and structures, resourcing and leadership practice that promotes shared purpose, vision and a responsive school culture that is connected to community.

Improvement Measures

Consultation and feedback from parents and staff to develop school plan, school programs, school values and culture.

Development of documentation required school policies and procedures structures and school processes.

Progress towards achieving improvement measures

Process 1: Develop and implement whole-school practices and processes enabling teachers, students and parents the opportunity to collaborate on a shared purpose, school culture and future directions for the school.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Due to COVID -19 restrictions implementing strategies to increase community involvement and participation in the school has not been possible. The school continues to promote itself through its newsletters, social media and by establishing a welcoming and aesthetic environment. | Signs, plants, lawn seed, fence panels for community Room. Funding Sources: <ul style="list-style-type: none">• Flexible Funding for wellbeing (\$5000.00) |

Process 2: Establish management practices and processes for operational aspects of the school which is also responsive to school community engagement.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Management practices and process for operational aspects that meet system requirements and ensures responsiveness to emerging needs of the school are established and embedded and the school community are informed and involved in these practices, through P&C meetings and the school newsletter. | School Administration Manager FTE: 0.341 Funding Sources: <ul style="list-style-type: none">• Primary- Two Adult (\$28653.00) |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|--|
| Low level adjustment for disability | Second Teacher FTE: 0.057 SLSO FTE: 0.047 Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$12 644.00) | Learning support teacher targeted individual students both within the classroom and individually in 1:1 targeted teaching and learning. This provided individual students foundation skills in reading enabling them to participate more independently within the classroom. SLSO worked with identified students to ensure their participation within the classroom learning activities. |
| Socio-economic background | Second Teacher FTE: 0.095 Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$10 669.00) | All students have demonstrated growth in reading, spelling and numeracy. |

Student information

Student enrolment profile

| Students | Enrolments | |
|----------|------------|------|
| | 2019 | 2020 |
| Boys | 1 | 1 |
| Girls | 4 | 4 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | | | 82.1 | |
| 1 | | | 93.7 | 0 |
| 2 | | | 85 | 96.6 |
| 3 | | | 94.4 | |
| 4 | | | | 96.6 |
| 6 | | | 87.5 | 98.1 |
| All Years | | | 89.1 | 90.4 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | | | 93.1 | |
| 1 | | | 92.7 | 91.7 |
| 2 | | | 93 | 92 |
| 3 | | | 93 | |
| 4 | | | | 92 |
| 6 | | | 92.1 | 91.8 |
| All Years | | | 92.8 | 91.9 |

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) | 0.14 |
| Learning and Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 1.05 |

*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 | 155,258 |
| Revenue | 418,818 |
| Appropriation | 413,411 |
| Grants and contributions | 5,400 |
| Investment income | 7 |
| Expenses | -336,392 |
| Employee related | -312,049 |
| Operating expenses | -24,343 |
| Surplus / deficit for the year | 82,426 |
| Closing Balance | 237,684 |

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 | 11,009 |
| Equity Total | 23,313 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 10,669 |
| Equity - Language | 0 |
| Equity - Disability | 12,644 |
| Base Total | 340,455 |
| Base - Per Capita | 1,203 |
| Base - Location | 13,722 |
| Base - Other | 325,531 |
| Other Total | 43,105 |
| Grand Total | 417,882 |

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

Pooncarie Public School is committed to building a strong relationship between students, staff, parents and the community. The school has established practices and processes to continually inform parents, students and the wider community about student learning and educational needs. The school actively seeks feedback from parents and the community. This is largely done informally and due to our small cohort of families we are in a fortunate position of speaking to families daily.

Parents were asked about their satisfaction with the school. The results indicated that parents are satisfied with the way the school communicates with them and the community. They did note that due to COVID 19 restrictions community involvement has been limited this year and that community members were looking forward to being more involved again. Parents welcome informal discussions at pick up and drop off time, however see the need for formal meetings regarding their child's learning and well-being. Parents would like to see more focus on student's social development with opportunities to engage in sport and extra curricula activities with other school and the re-establishment of group days involving toy library and SOTA students.

Students were also surveyed about their satisfaction with the school. Responses indicated that they feel the school cares about them as individuals, they feel safe at school, that they can talk to the staff and that they have friends at school. Students indicated that overall, they enjoy their learning even when it is challenging and all are working towards developing a growth mindset.

Staff indicated that the learning program provided was challenging and engaging for students stretching them to achieve their full potential within a structured school environment. Staff identified the need to provide more opportunities for students to develop their social skills and engage in sport and extra curricula activities. Staff felt that the well-being of students was of great importance, that every student was known, valued and cared for and that staff provided a firm but fair learning environment

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.