

2020 Annual Report

Palinyewah Public School



3912

Introduction

The Annual Report for 2020 is provided to the community of Palinyewah 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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Message from the principal

It has been a privilege to be the teaching principal at Palinyewah during 2020. Throughout the year, many challenges and uncertainties were faced by students, staff and families as we adjusted to life with COVID-19. Many of the activities which would normally occur during a year were not able to go ahead. It was also a year in which our learning took on many new aspects and created opportunities to do things differently. The students, families and staff are to be congratulated for the way they took everything in their stride.

Debbie Francis



Students and staff of Palinyewah - 2020

School vision

We strive to provide learning experiences which will inspire the students to become resourceful and resilient citizens who can confidently collaborate, think creatively and problem solve.

At PPS we ... **P**articipate **P**ersevere **S**ucceed.

School context

Palinyewah Public School is a small rural school located on the Darling River, 40km north of Wentworth. Mildura is the closest large centre which is located 60km south east of the school. Palinyewah Public School services the locality of Ellerslie and the surrounding farming community located to the north of the school.

Palinyewah Public School is classified as a TP1 school with a teaching principal, assisted by a part time teacher and various part time support staff. The school has one multi-stage class.

Providing quality educational experiences in a small rural setting is a priority, where meeting the individual learning needs of students is paramount.

Our school expectations are:-

- Be wise - responsibility
- Be kind - respect
- Be true - integrity

Strong community relationships are an important aspect of the school with a high level of community consultation and involvement. The school culture is positive with students and parents alike taking great pride in their school.

Our school community values education and is very supportive of the school.

The school is part of two networks - the local area Sunraysia Network, and the broader Far West Network.



Everyone in their costumes ready to film our concert presentation

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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	Delivering

Strategic Direction 1

Learning

Purpose

To build the foundational skills and attitudes for learning which will enable the students to be self regulated learners and continue to learn throughout life.

Improvement Measures

Individual students using a variety of tools to reflect on their learning and set goals for further progress.

Individual student progress reflected in higher levels of literacy and numeracy comprehension

Progress towards achieving improvement measures

Process 1: Reflecting

Creating a safe and supportive classroom environment where students regularly reflect on their learning, and can confidently plan for improvement and skill development through understanding their learning progression.

Evaluation	Funds Expended (Resources)
<p>Class Dojo was used successfully over the year to allow parents and students to see the progress being made in learning across the year. Students were encouraged to reflect on their learning when discussing the day's activities with their family.</p> <p>The introduction of the Positive Living Skills program assisted the students to develop skills in recognising the positives in their learning, and encouraged them to see mistakes as a stepping stone in the learning process.</p> <p>Formative assessment opportunities were used by teachers to encourage the students to further challenge themselves and reflect on ways in which they could improve.</p>	\$500 - Positive Living Skills program

Process 2: PBL

Positive Behaviour for Learning practises are implemented to assist in improving learning outcomes for all students.

Evaluation	Funds Expended (Resources)
<p>Explicit teaching of behavioural expectations continued during assembly times. The motto and expectations remained a focus in all activities with students regularly using these as a basis for reflecting on efforts in participation. Students continued to show a greater willingness to have a go at unfamiliar tasks and realise that correcting mistakes is one way of extending their learning.</p> <p>Signage incorporating the school expectations for display at the front of the school has been ordered. This will serve as a reminder for the students and the wider community.</p>	\$1500 - signage

Next Steps

- Continue to build student skills in being able to self reflect on their learning and set learning goals
- Further develop staff use of Learning Progressions to map student progress
- Expand the PBL program by explicitly teaching values using the Amazing People resources

Strategic Direction 2

Teaching

Purpose

To develop teacher quality and build leadership capacity to meet the needs of the students through accessing professional learning opportunities, coaching and mentoring.

Improvement Measures

Staff collaboratively utilising data to monitor student learning linked with curriculum and progressions

Improved staff knowledge and understanding to plan, implement and assess for student learning

Progress towards achieving improvement measures

Process 1: Professional Learning

Provide high quality professional learning opportunities to meet strategically selected areas of skill development.

Evaluation	Funds Expended (Resources)
<p>The InitialLit program was very successfully extended to Year 1 with two rotational groups operating Monday to Thursday. The progress being made by the students was the driving force behind undertaking further training to extend the program to Year 2 in 2021.</p> <p>Undertaking training to be a peer principal for External Validation panels assisted in developing deeper understanding of the components of the School Excellence Framework. Disappointingly, school visits were not possible due to COVID restrictions and all panels were undertaken virtually. This still proved to be a valuable program with developing awareness of some of the activities and strategies being employed in other schools.</p> <p>The Small Schools conference proved to be a very valuable time in building relationships between the principals of the five Far West teaching principal schools. From this time, a variety of cross school reading strategies were trialed with positive feedback from students and staff.</p> <p>The Quality Teaching Rounds project had to be postponed until 2021 due to COVID.</p> <p>The School Excellence in Action sessions proved to be invaluable in developing a Situational Analysis for the school which then lead to the development of the 2021-2024 School Improvement Plan.</p>	<p>\$600 - airfares</p> <p>\$850 - accommodation</p> <p>\$600 - travel</p> <p>\$2000 - casual relief</p> <p>\$1000 - training course</p>

Process 2: Collaboration

Teachers collaborate to share curriculum knowledge and collect data regarding student progress and achievement to develop teaching and learning programs which meet the needs of the students.

Evaluation	Funds Expended (Resources)
<p>Teachers regularly meet to discuss student progress. Formative assessment is continually used as a basis for sharing ideas and adjusting learning programs to better suit student learning needs.</p> <p>Data collection in InitialLit has shown very positive growth in Kindergarten and Year 1 literacy skill development and usage.</p> <p>Collaboration was extended across the Far West network with the five</p>	

Progress towards achieving improvement measures

teaching principal schools combining to create a variety of reading activities. The focus of the collaboration was to provide activities which would assist students in their comprehension, with a particular focus on inference and vocabulary development. An additional feature was the opportunities for the students and teachers to see the responses for a wider cohort of students.

Next Steps

- Undertake Quality Teaching Rounds training to assist in further developing skills in observing teaching practise, discussing and analysing observations to provide and receive feedback to staff
- Continue to analyse the professional learning needs of staff and source professional learning to support skill development
- Seek opportunities to collaborate with other schools and organisations to continue to build teacher quality



Crazy Colour Day - raising funds for the Leukaemia foundation.

Strategic Direction 3

Connecting

Purpose

To nurture active, positive and respectful partnerships with the local and wider communities to support and extend student learning through collaboration and engaged communication.

Improvement Measures

A wider range of cultural and sporting educational experiences offered to students

Feedback from wider community shows strong partnerships are formed through increased communication and understanding of learning programs

Progress towards achieving improvement measures

Process 1: Linking

Strategically forming collaborative links with other schools and the wider community to enhance student learning experiences and further develop social skills through cultural and sporting activities.

Evaluation	Funds Expended (Resources)
<p>A variety of opportunities presented during the year to be able to link with other schools and the wider community despite the hurdles created by COVID.</p> <p>The WOW Strike Force program was very successful in providing a different learning opportunity for the students, with a specific focus on fitness and wellbeing.</p> <p>Linking with other schools in the Far West was enhanced through the Small Schools Conference sessions. This led to a variety of opportunities to share ideas, resources and programs.</p> <p>Using the STEM Share kits provided opportunities to collaborate with schools in different areas across the state. The T4L team organised fortnightly sessions on developing a digital pet using Microbit. The sessions were accessed via Zoom with students having opportunities to discuss their findings with their peers in other schools...</p> <p>NAIDOC Day celebrations at Palinyewah were linked with Remembrance Day. Pomona and Pooncarie schools were able to attend along with a number of local indigenous people who were able to present a variety of experiences for the students.</p> <p>Sporting Schools funding enabled the school to connect with tennis and swimming coaching sessions.</p> <p>Strong links were maintained with the High School in providing an array of transition activities for Year 6 students. Links with Wentworth Preschool were very limited due to COVID restrictions.</p> <p>Unfortunately, the BRIDGE program with Ngele'ia GPS in Tonga did not progress due to the health of the principal and limited communication options with other staff.</p>	<p>\$500 - casual relief</p> <p>\$500 - staff travel and accommodation</p> <p>\$2000 - teacher release</p> <p>\$1500 - Sporting Schools funding</p> <p>\$2000 - WOW program</p>

Process 2: Communicating

Incorporating and utilising a variety of electronic communication methods to allow students to demonstrate their learning to family members and to inform the wider community of the school's

Progress towards achieving improvement measures

Process 2: learning activities.

Evaluation	Funds Expended (Resources)
<p>The aims of this strategic direction have been met over the past three years. A variety of communication methods have been put in place to ensure students, families and the wider community are aware of the learning activities which are occurring at Palinyewah. The methods have proven to be sustainable, and the use of Skool Loop, email, Class Dojo, school website and the school Facebook page will be ongoing.</p> <p>Community involvement was limited at the school due to COVID restrictions, though the students were still able to connect electronically with parents and the wider community by filming the annual concert. COVID protocols allowed the annual presentation day to proceed with parents only in attendance.</p>	\$275 - Skool Loop

Next Steps

- Continue to source opportunities for extending student learning experiences through linking with other schools and the wider community
- Consider additional funding sources and grants to assist with the costs associated with providing additional activities
- Utilise the various electronic forms of communication to keep parents, staff and the wider community informed about school activities and student learning progress



Students participate in Jeans for Genes Day

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$1969	This staffing entitlement was combined with other components of funding to increase staffing professional development opportunities.
Socio-economic background	\$1437	Funds were used to pay excursion costs for students, provide consumable items for Breakfast Bites, and provide additional learning resources such as Reading Eggs, Typing Tournament and Matific subscriptions, home reading folders and textbooks.



Students displaying their ribbons after the Athletics Carnival Day

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	3	3	4	6
Girls	5	9	8	6

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96	93.2	94.7	97.2
1	89.4	96.8	94.5	94.8
2		91.9	96.7	95.5
3	98.3		97.8	92.7
4	95.4	99.4		92.7
5	95.4	95.2	94.9	
6		98.9	98.9	98.3
All Years	94.5	95.2	95.7	95.1
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		93.5	93	92
3	94.1		93	92.1
4	93.9	93.4		92
5	93.8	93.2	92.8	
6		92.5	92.1	91.8
All Years	94	93.3	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.



Lining up each morning was different after COVID

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	1.02

*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	126,410
Revenue	412,764
Appropriation	402,294
Grants and contributions	10,240
Investment income	230
Expenses	-453,154
Employee related	-366,611
Operating expenses	-86,543
Surplus / deficit for the year	-40,390
Closing Balance	86,020

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.



Fruit kebabs for breakfast

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	14,336
Equity - Aboriginal	0
Equity - Socio-economic	1,437
Equity - Language	0
Equity - Disability	12,898
Base Total	317,443
Base - Per Capita	2,886
Base - Location	13,622
Base - Other	300,935
Other Total	34,667
Grand Total	366,446

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.



Weetbix is always good for breakfast!

School performance - NAPLAN

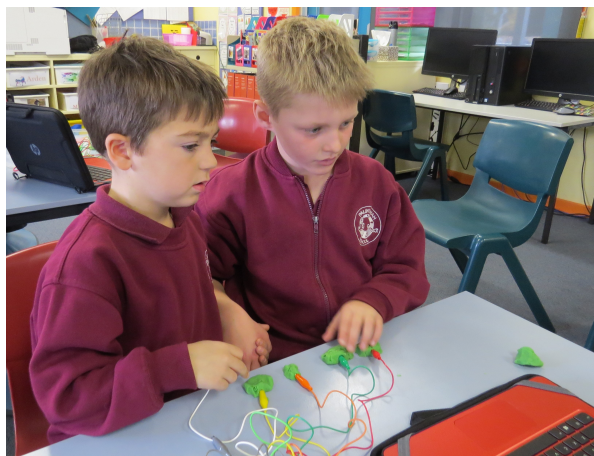
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

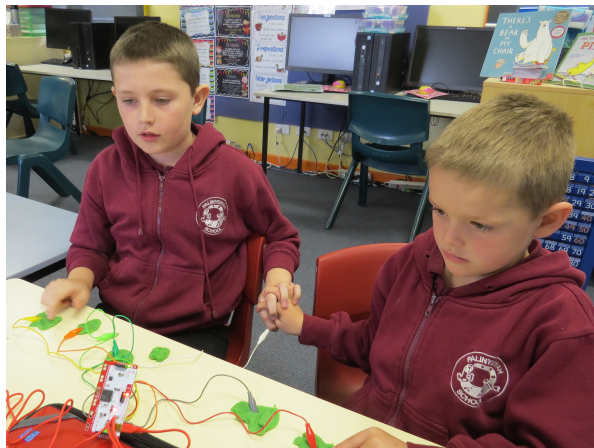
2020 NAPLAN

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.



STEM challenges - making music



Making music in STEM

Parent/caregiver, student, teacher satisfaction

Palinyewah Public School is committed to building strong relationships between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform parents, students and the wider community about student learning and educational programs. The school actively seeks feedback from parents and community members through the P&C. The level of parent involvement is high, though COVID restrictions limited the opportunities for parents to be involved with on site activities. Staff meetings and P&C meetings provide an open forum for the discussion of issues that arise and the opportunity to develop appropriate options and solutions.

Parents were invited to complete a satisfaction survey. From the responses received, parents indicated that teachers at Palinyewah expect their child to do his or her best and look for ways in which they can continually improve. Most agreed that teachers provide students with useful feedback about their learning tasks and that their child is making good progress at Palinyewah.

Twelve students, from Kindergarten to Year 6, were surveyed to provide feedback about school. The results revealed mostly positive attitudes to school and learning. All students recognised that the teachers motivate them to learn. Most students agreed that the teachers expect them to do their best, that student behaviour is well managed and that the school looks for ways to improve.

Staff were invited to complete a survey and asked to provide feedback on the school. From the responses received, staff indicated a high level of satisfaction from working as they feel valued in their role at Palinyewah Public School. Staff indicated that they have freedom to express their opinions on school matters, have freedom to raise concerns and feel that their concerns will be heard. They indicated that they felt that their professional learning needs had been met to help them achieve their Personal Development Plan goals. Staff agreed that Palinyewah provides a safe and secure environment, setting high expectations for the students and staff.



Cooking eggs for breakfast

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.



Cutting the NAIDOC cake with students from Pomona and Pooncarie Public Schools