

2021 Annual Report

Pilliga Public School



2870

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Pilliga Public School we provide high quality, inclusive educational experiences. All students remain connected to country through staff, parents and students working in partnership to maintain high expectations to ensure that all students become resilient, self-directed and successful learners.

School context

Pilliga Public school with a current enrolment of 21, is a rural and remote school located in the far west region of NSW, 100 kilometers from our nearest regional center. School numbers have fluctuated in the past four years with student numbers ranging from 9 to 24. We anticipate that numbers will settle around the 16 mark for the next five years. 86% of the students identify as Aboriginal or Torres Strait Islanders. The school delivers lessons that embrace the local Kamilaroi language and culture. Students have high levels of access to technology, all classrooms are fitted with interactive panels and all students have access to their own I-Pad and laptop. The school currently has two full time teachers and two support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students.

Based on the outcome of our Situational Analysis, an area of focus will be to develop our formative and summative assessment practices to ensure we teach students at their point of need. Work will take place on developing quality summative and formative assessment tasks and data collection. Both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning. Personalised Learning Plans (PLPs) will continue to be used for each student to promote learning and wellbeing growth.

Parent, student and staff surveys highlighted the importance of student voice, wellbeing and the engagement of all students. Throughout the next four years there will be whole school focus on providing a comprehensive wellbeing and resilience program that is sustainable and tailored to our 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Improve student achievement, growth and performance in reading, writing and numeracy by developing data driven teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$38,902.00

Integration funding support: \$26,860.00

Low level adjustment for disability: \$14,448.00

Location: \$22,637.00

School support allocation (principal support): \$14,067.89

COVID ILSP: \$16,716.00

Aboriginal background: \$51,079.00

QTSS release: \$2,842.00

Literacy and numeracy: \$1,365.00

Professional learning: \$5,217.00

Summary of progress

100% of learning programs include evidence of adjustments made to accommodate individual student needs.

All staff completed reflective activity at the completion of the course and implemented next steps highlighted in the reflection process.

Staff are able to accurately place students against the learning progressions. Accurate PLPs created for each individual students.

Data collected shows there is a need for a greater variety of formative assessment processes.

100% of students who achieved their personal learning goals based on the literacy & numeracy progression; Students and teachers reported increasing engagement with regular PLP review and adjustment

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Students achieving above the system negotiated baseline target in reading.	The majority of students achieved above the system negotiated target in reading. Individual student progress is reported directly to parents and carers throughout the year.
Students achieving above the system negotiated baseline target in numeracy	The majority of students achieved above the system negotiated target in numeracy. Individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Well-being and Engagement

Purpose

Create a planned approach of whole school well-being processes that support high levels of well-being and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Well-being and Engagement

Resources allocated to this strategic direction

6101 2020 Roll Over: \$5,500.00

Professional learning: \$781.35

QTSS release: \$520.89

Summary of progress

Attendee exit slips indicate a much greater understanding of Emotional and Social Wellbeing strategies and how to use them effectively to support students.

Parents completed late or early departure slips and provide an explanation through the absence booklet.

100% of students have wellbeing goals but have not been shared with parents at the face to face level.

Progress yet to be seen. with parents attendance at PLP interviews.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending >90% of the time to be at or above the lower bound system-negotiated target of 73%	The number of students attending greater than 90% of the time or more has shown no change.
All students have a wellbeing, attendance and behaviour goal in their PLP.	100% of students have a wellbeing, attendance and behaviour goal in their PDP.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$26,860.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pilliga Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: 100% of learning programs include evidence of adjustments made to accommodate individual student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Will continue to differentiate programs accordingly</p>
<p>Socio-economic background</p> <p>\$38,902.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pilliga Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement li to support identify literacy & numeracy programs for students with additional needs • professional development of staff through EAfS to support student learning <p>The allocation of this funding has resulted in: 100% of learning programs include evidence of adjustments made to accommodate individual student needs</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to differentiate programs accordingly</p>
<p>Aboriginal background</p> <p>\$51,079.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pilliga Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students

<p>Aboriginal background</p> <p>\$51,079.00</p>	<ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: all identified students have been supported with targeted and differentiated teaching and learning and is this organised to provide optimal in-class support for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ staff to deliver differentiated and personalised support to Aboriginal students. To collaborate with staff that have knowledge of language to reignite the language program within the school.</p>
<p>Low level adjustment for disability</p> <p>\$14,448.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Pilliga Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • providing support for targeted students within the classroom through the employment of SLSOs. <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth as evidenced in a variety of assessment results.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide additional support for identified students through the employment of trained SLSOs and external para-professionals.</p>
<p>Location</p> <p>\$22,637.00</p>	<p>The location funding allocation is provided to Pilliga Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement. <p>The allocation of this funding has resulted in: increased subject, social and life skills development opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: supporting the school to increase collaboration with other schools and programs such as the Teach Learn Program to overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Pilliga Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: an increase in the average Year 1 benchmark level from 14 to 21</p> <p>After evaluation, the next steps to support our students with this funding will be: teacher release to increase their skills in developing student's numeracy skills.</p>
<p>QTSS release</p> <p>\$3,362.89</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pilliga Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Well-being and Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: provide release for staff to improve their skills in an area where they feel they need support..</p>
<p>COVID ILSP</p> <p>\$16,716.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: the majority of the students in the program achieving good progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of literacy and numeracy small group tuition</p>

COVID ILSP

\$16,716.00

using data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	5	7	11	10
Girls	4	8	11	10

Student attendance profile

School				
Year	2018	2019	2020	2021
K		90.7	89.3	
1	98.7	54.3	91.9	77.8
2	96.7	97.2		92.8
3	91.8	82.2	92.8	53.4
4		91.1	89.4	93.2
5	93.3		92.2	89.3
6		94.1		86.1
All Years	94.8	89.3	91.6	85.8
State DoE				
Year	2018	2019	2020	2021
K		93.1	92.4	
1	93.4	92.7	91.7	92.7
2	93.5	93		92.6
3	93.6	93	92.1	92.7
4		92.9	92	92.5
5	93.2		92	92.1
6		92.1		91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	0.68
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	275,016
Revenue	625,107
Appropriation	579,596
Sale of Goods and Services	566
Grants and contributions	44,782
Investment income	163
Expenses	-590,164
Employee related	-482,450
Operating expenses	-107,714
Surplus / deficit for the year	34,943
Closing Balance	309,959

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.

	2021 SBAR Adjustments (\$)
Targeted Total	26,860
Equity Total	104,428
Equity - Aboriginal	51,079
Equity - Socio-economic	38,902
Equity - Language	0
Equity - Disability	14,447
Base Total	388,692
Base - Per Capita	5,423
Base - Location	22,637
Base - Other	360,631
Other Total	21,506
Grand Total	541,486

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.

Parent/caregiver, student, teacher satisfaction

100% of the surveys returned showed that parents agreed or strongly agreed that the school provides authentic and varied learning opportunities for all students and the school was a safe and happy environment where a mutual feeling of respect was fostered.

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

100% of the staff surveys returned agreed that the school provided opportunities for staff to collaborate effectively and improve their professional skill set.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.