

2022 Annual Report

Palmers Island Public School



**"Citizenship, Scholarship,
Sportsmanship"**

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Introduction

The Annual Report for 2022 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 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 Palmers Island Public School, we strive for excellence in an inclusive environment where every student maximises their potential, through high expectations and strong community connections. We offer individualised, future focused learning to provide success for all our students.

School context

Palmers Island Public School has a current enrolment of 36 students, is a rural school located in the Lower Clarence Valley. School numbers have fluctuated in the past. We anticipate that this transient trend will continue in the future. Our Aboriginal student population fluctuates significantly. In 2021, 16% of students identified as Aboriginal, compared to 25% of the current enrolment. We have two EAL/D students. Our FOEI is 135 and ICSEA 934 identifying us as a low socio-economic rural school demographic. Previously, the strategic directions of 'successful learners' and 'quality teaching,' focused on continual whole school improvement.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using visual learning principles we will provide opportunities to improve teacher practice and ensure students can monitor and achieve expected growth and attainment in their learning.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. CESE, research and literature relates sports and physical activity with its relationship to wellbeing. There is a clear positive association between physical activity and wellbeing outcomes for students. Future-focused inclusive environments will promote student engagement in learning activities.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Staff will use data to inform evidence-based practices that differentiate teaching and learning experiences of all students at an individual level.

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 Skills and Use for Quality Teaching
- A culture of Future Focused, Individual Learning
- Quality Teaching, Collaboration and Feedback

Resources allocated to this strategic direction

Integration funding support: \$99,742.00

Professional learning: \$9,612.35

QTSS release: \$10,687.65

Aboriginal background: \$10,151.71

Socio-economic background: \$38,729.45

English language proficiency: \$2,400.00

Low level adjustment for disability: \$30,233.17

AP Curriculum & Instruction: \$30,114.20

Location: \$1,140.27

Summary of progress

Student growth data in Reading and Numeracy achievement is impacted by small cohort groups and high level of change in enrolment data. Teachers track individual growth data at a class level and prioritise individualised learning programs for each student. With the introduction in 2022 of the Assistant Principal Curriculum and Instruction executive position, all student academic achievement data has been monitored and tracked by staff through a collaborative data wall incorporating data from intervention programs and informing teaching programs. All staff engaged in the What Works Best professional learning for Data Analysis in 2022 and in conjunction with reviewing the assessment schedule across all key learning areas staff identified a range of data sources which will support a stronger understanding of student learning and achievement. Staff used the principles of Visible Learning to establish student learning goals reflecting the Literacy and Numeracy Progressions and collaborated within and across local schools to strengthen visible learning practices. In conjunction with the school community the staff designed, shared, and promoted the positive learning dispositions of being tenacious, reflective, dynamic, courageous, and adaptive. Students are supported to understand how and why to adopt these dispositions to support their focus and learning. The school has maintained a future-focused pedagogy and classroom environments are reflective of this. Whole school and inter-school relationships have been broadened because of strategic mentoring and coaching, sharing expertise amongst local schools specific to visible learning strategies and best practice in teaching. Impacting some school progress in 2022 was localized flooding events however staff were very adaptable in the delivery of online learning and creative learning environments.

Focus areas for teacher professional learning in 2023 will be on explicit strategies for teaching Number and Measurement in Numeracy and embedding effective teaching practices for literacy. The school will continue to engage in Visible Learning professional development with neighbouring schools.

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
There will be an uplift of 6% of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy from baseline data.	2022 NAPLAN Numeracy resulted in a combined 15.79% of students from Palmers Island Public School achieved in the top 2 bands. This is a positive growth from 2021 however an uplift of 6% has not been achieved from baseline data.
There will be an uplift of 6% of Year 3	2022 NAPLAN Reading resulted in a combined 42.11% of students from

and 5 students achieving in the top two bands in NAPLAN Reading from baseline data	Palmers Island Public School achieved in the top 2 bands. This is a positive growth from 2021 with an increase of 17.11% however an uplift of 6% has not been achieved from baseline data.
Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and Numeracy.	2022 NAPLAN Numeracy results reflect Aboriginal students outperforming non-Aboriginal students at Palmers Island Public School. This result is a significant improvement from 2021.
Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and Numeracy.	2022 NAPLAN Reading results reflect Aboriginal students outperforming non-Aboriginal students at Palmers Island Public School. This result is a significant improvement from 2021.
NAPLAN Expected Growth <ul style="list-style-type: none"> • In the absence of NAPLAN Growth data in 2022, positive growth data evident in Check In assessments for Stage 2 and Stage 3 tracked years 2021 -2022. • 55% of students K-6 will achieve within the expected end of year progression for Understanding Texts in literacy. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
<ul style="list-style-type: none"> • In the absence of NAPLAN Growth data in 2022, positive growth data evident in Check In assessments for Stage 2 and Stage 3 tracked years 2021 -2022. • 55% of students K-6 will achieve within the expected end of year progression for Quantifying Numbers in Numeracy. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Wellbeing, Engagement and Attendance

Purpose

A planned approach to developing whole school wellbeing processes using evidence-based research in the area of Physical Activity and Inclusive Future-Focused Learning environments to increase student wellbeing 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.

- Gather baseline evidence from the school community (students, parents, carers and staff) in relation to wellbeing, sport and physical activity based on the health check.
- Embed systems gathering processes for sport and physical activity and wellbeing based on the health check
- Involve the whole school community in sport and physical activity programs.
- Attendance - Every Day Counts
- Wellbeing - Success and Belonging

Resources allocated to this strategic direction

Integration funding support: \$4,400.00

Socio-economic background: \$5,047.39

Summary of progress

Student wellbeing has remained a significant focus for the whole school throughout 2022. With physical activity, daily attendance and wellbeing check-ins have been a priority for all staff and students. Staff were inhibited by the localised flooding that did not allow student access to all school facilities. With school playing fields still not fit for vigorous physical activity, staff have had to be creative in their approaches and have used hard surfaced areas to increase student physical activity. The school has supported all students to engage in extra-curricular physical activities contributing to student wellbeing.

The School has worked diligently to support daily student attendance. In 2022 student attendance improved and data was above local schools and state levels for Palmers Island Public School students. Although flooding earlier in the year resulted in short-term school closures and unexpected consequence was staff becoming more engaged with families through digital and other platforms strengthening home-school relationships.

Student wellbeing has been a focus for school staff through out the whole year. A end of year school survey has resulted in Palmers Island Public School staff have been instrumental in the Clubs Connect program encouraging student participation in community and organised sport with every student at the school involved in an extra-curricular physical activity in 2022. Collaboration between families and school staff has supported students in their physical activity learning goals and general wellbeing.

In 2023, Palmers Island Public School will continue to forge strong connections between home and school in supporting student wellbeing, learning achievement and positive engagement in school.

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 number of teachers implementing 150 minutes of moderate to vigorous physical activity each week from 50 to a minimum of 150 minutes by 2022.	100% of teachers implemented the whole school sporting challenge.
Increase the proportion of students attending >90% of the time.	57.8% of students attended school 90% or more of the time. Representing a 4.5% increase in student attendance.
Increase to 85% of students reporting	... of students have reported success advocacy and a sense of belonging at

expectations for success, advocacy and sense of belonging at school.	school in 2022.
Increase the number of students participating in community or organised sport / recreation outside of school from 33% to 50% by 2022	100% of students are engaging in extra-curricular physical activities in 2022.
Families have collaborative input on the creation of student physical activity learning goals. Staff support student goals. Staff build skills targeting needs and interests of individual students.	100% of families are involved in student goal setting collaboration with the school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$104,142.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Palmers Island 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 Skills and Use for Quality Teaching • Attendance - Every Day Counts • Quality Teaching, Collaboration and Feedback <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 the following impact: In 2022 these funds supported a focus on personalised learning programs, intervention, support programs and individualised support for identified students to access the curriculum and engage in their learning.</p> <p>After evaluation, the next steps to support our students will be: In 2023, integration funding support will continue to provide for students with identified additional learning and health needs.</p>
<p>Socio-economic background</p> <p>\$43,776.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Palmers Island 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 Skills and Use for Quality Teaching • Wellbeing - Success and Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Visible Learning to support student learning • staff release to collaborate with the Assistance Principal Curriculum and Instruction to engage in professional learning and Quality Teaching Practices. <p>The allocation of this funding has resulted in the following impact: In 2022, with the introduction of an Instructional Leader at Palmers Island Public School all staff deepened their understanding and use of data in informing their teaching practice. Targeted small-group intervention programs supported students through identifying gaps in their learning and designing and implementing appropriate levels of support.</p> <p>After evaluation, the next steps to support our students will be: In 2023 these funds will continue to support individualised learning goals for students and build capacity of the teaching staff.</p>
<p>Aboriginal background</p> <p>\$10,151.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Palmers Island 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>Aboriginal background</p> <p>\$10,151.71</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 Skills and Use for Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engagement of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: In 2022, this funding has supported individualised learning with a focus on student academic growth and wellbeing. Additional staff were engaged to implement small-group intervention programs for Literacy and Numeracy with all staff engaged in tracking and monitoring student learning data.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to ensure every student engages in their learning and can access the curriculum.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Palmers Island 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 Skills and Use for Quality Teaching <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: In 2022, Support staff implemented small group Literacy and Numeracy intervention programs targeting students a point of need. These intervention programs provided students with additional support for their learning.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding source will continue to support student learning and achievement.</p>
<p>Low level adjustment for disability</p> <p>\$30,233.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Palmers Island 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 Skills and Use for Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention programs including MacqLit, Multi-Lit, Initial-Lit and PreLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: In 2022, this funding source supported all students to engage successfully in accessing the curriculum through small group interventions.</p> <p>After evaluation, the next steps to support our students will be: In 2023, these funds will continue to support individual students who are requiring additional learning and wellbeing assistance.</p>
<p>Location</p> <p>\$1,140.27</p>	<p>The location funding allocation is provided to Palmers Island Public School to address school needs associated with remoteness and/or isolation.</p>

<p>Location</p> <p>\$1,140.27</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 Skills and Use for Quality Teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teacher release to engage in professional learning. <p>The allocation of this funding has resulted in the following impact: In 2022, locations funds supplemented school professional learning funds in supporting staff to successfully engage in quality teaching practices.</p> <p>After evaluation, the next steps to support our students will be: In 2023, location funds will continue to support whole school initiatives.</p>
<p>Professional learning</p> <p>\$9,612.35</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Palmers Island 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 Skills and Use for Quality Teaching • A culture of Future Focused, Individual Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • whole staff engage in Visible Learning professional learning development to unpack evidence-based approaches to quality teaching. <p>The allocation of this funding has resulted in the following impact: In 2022, staff at Palmers Island Public School commenced engagement in Visible Learning professional development. Through collaboration, lesson observations and feedback staff are strengthening their quality teaching practices.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to support quality teaching initiatives and the building of staff capacity in meeting the needs of all students at Palmers Island Public School.</p>
<p>QTSS release</p> <p>\$10,687.65</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Palmers Island 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 Skills and Use for Quality Teaching <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 delivery • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: In 2022, staff engagement in professional learning, collaboration opportunities and effective feedback of lesson observations has provided teachers at Palmers Island Public School with opportunity to expand their quality teaching practices using evidence-based models of learning.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to engage in professional learning supporting quality teaching practices and embedding processes for effective</p>

<p>QTSS release</p> <p>\$10,687.65</p>	<p>feedback.</p>
<p>COVID ILSP</p> <p>\$25,173.00</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 2022.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition and monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: In 2022, through small group identification and implementation of intervention programs approximately 20% of students at Palmers Island Public School benefited from intensive learning support.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to provide intensive learning support for identified students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	27	21	24	26
Girls	21	17	14	18

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.7	94.7	87.2	92.0
1	86.7	91.0	93.3	93.9
2	93.4	86.1	91.2	92.9
3	87.8	89.8	79.1	90.5
4	86.7	86.9	84.0	96.7
5	76.8	92.6	89.3	87.0
6	92.5	81.0	96.9	80.2
All Years	87.9	89.6	88.2	90.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	1.2
Classroom Teacher(s)	2.53
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	145,950
Revenue	1,327,019
Appropriation	1,287,667
Sale of Goods and Services	408
Grants and contributions	36,827
Investment income	325
Other revenue	1,791
Expenses	-1,311,019
Employee related	-1,080,898
Operating expenses	-230,122
Surplus / deficit for the year	15,999
Closing Balance	161,950

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.

	2022 SBAR Adjustments (\$)
Targeted Total	104,142
Equity Total	86,562
Equity - Aboriginal	10,152
Equity - Socio-economic	43,777
Equity - Language	2,400
Equity - Disability	30,233
Base Total	724,198
Base - Per Capita	10,688
Base - Location	1,140
Base - Other	712,369
Other Total	226,026
Grand Total	1,140,928

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

Palmers Island Public School sort the opinions of parents about our school. School culture was a strong focus for our community after 2 years of COVID and the impacts of the 2022 floods. Our school has been operating in a way that has been responsive to these events. Going into 2023 we wanted to have a good understanding of where PIPS was and what direction our community wanted to go towards. The following is an analysis of survey results.

When asked if *the school culture is strongly focused on learning, the building of educational aspiration and the ongoing performance improvement throughout the school community* - 100% of respondents agreed with 75% strongly agreeing.

When we asked community if they feel *there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn* - 100% of respondents agreed with 80% strongly agreeing.

When asked was *there an integrated approach to meeting the needs of all students including quality teaching and curriculum planning and the delivery of assessment* - 95% of respondents agreed.

When surveyed 95% of respondents reported that *at PIPS, reporting is clear, timely and accurate and supports further progress and achievement for students.*

100% of respondents agreed that the staff at PIPS *take a creative approach to the physical environment to ensure that it optimises learning.*

When surveyed, 75% of our families agreed that *PIPS, technology supports learning and is integrated into lessons. 15% of respondents stated that they were neutral.* This tells us that we need to communicate our technology plan to our families more clearly.

95% of families felt that *the school collaborates with the local community where appropriate to deliver benefits to both the school and the community.*

95% of our school community were happy with communication between School and home.

80% of families have indicated they would be interested in volunteering their time in school-based activities such as, reading groups, gardening groups, physical education activities, library assistance, cooking lessons or the arts.

Overall 100% of families indicated they were satisfied with your child's experience at Palmers Island Public School with one parent stating that ***"I could not be more proud of the support from the teaching staff."***

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.