

Pallamallawa Public School

Annual Report



2016



2827

Introduction

The Annual Report for 2016 is provided to the community of **Pallamallawa 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.

Julie Schwartz

Principal

School contact details

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Message from the Principal

Pallamallawa Public School is caring; supportive and provides an enjoyable, nurturing and challenging learning environment. The staff strive to develop student's physical and social abilities and is committed to improving student's literacy, numeracy and technology skills.

2016 saw the Kindergarten Transition Program continue. L3 training and PBL supported students to make progress both academically and socially.

The 3–6 class excursion to Lake Ainsworth proved a great success with students wanting to go again next year in 2017.

Students were involved in a number of activities throughout the year such as Harmony Day, ANZAC Day at the Local Pally Memorial Hall, NAIDOC celebrations, performances, presentation night performance and public speaking, visits to the Roxy Theatre, sporting carnivals and our Learn to Swim Program.

The P & C has successfully implemented the 'Healthy Canteen' model. Students are able to purchase fresh, healthy home made food that fulfils the DoE requirements set.

The P & C continues to support the school. Major fundraisers, clearing sales and other fundraising efforts allowed the P & C to continue to invest in resources for the students.

Julie Schwartz

Principal

Message from the school community

This year the P & C have really pushed the P & C barrow, we have never had a busier year as I recall, with clearing sales, camp draft, catering events and all with a whole new group of helpers. A big thank you to our group of helpers, we achieved a lot for our school, your kids school and had a bit of fun along the way.

The P & C have added to the fixed play equipment, paid for the bus to the Roxy theatre, expanded the children's readers into colour format, helped fund the intensive swim school and the awards night. Every child has benefited in some way from the efforts of our School P & C.

The Campdraft was a major undertaking by our committee but we nailed it, a great result. The P & C received lots of praise, messages and calls for our efforts. We couldn't have done this without the helpers on the P & C but more importantly the helpers outside the School. Special thanks to Craig Haley and his group of men that worked all weekend, to make our event a great success.

The P & C are currently investigating the implementation of before and after school care for students and possibly other children within the community. This will strengthen our school and our community. We are looking at starting this next year.

I would like to thank once again Craig Haley our groundsman at our school. It looks great and I'm sure it helps keep our kids happy and safe in a clean pleasant environment.

Finally, all parents, all friends who care about someone in this school and this community please think what can you do to support our School and assist with making our School a better learning place.

From the P & C, looking forward to working with you all in the future. Let's make it great for our kids.

Kevin Rigby

P & C President

School background

School vision statement

At Pallamallawa Public School we build expectations which encourage children to 'Strive for Success' by enhancing the quality of student learning in a collaborative staff student culture. Thus preparing our students to reach their full potential as citizens for our future nation.

School context

Pallamallawa Public School is located in a small rural village, 32km from Moree. The school community is positive and supportive of the school and its programs. Pallamallawa PS has a current enrolment of 31 students, 43% of whom identify as Aboriginal. Students are drawn from the villages of Pallamallawa, Biniguy and the local rural area.

The School provides a caring, friendly environment in which students are encouraged to reach their full potential academically and socially. The 6 teaching and 3 non-teaching staff work collaboratively to support all students and parents.

The School has two composite classes: Kindergarten – Year 2 and Years 3–6. RAM funding targets students with special needs and students who need literacy / numeracy support. All students including Indigenous students have an up to date IEP. School Learning Team meetings are held where individual students are reviewed for intensive learning support.

The School has a major focus of Technology. Every student K–6 has an iPad and students Yr 1– Yr 6 use laptops for academic activities.

Student participation in CAPA is enhanced through the annual Public Speaking Competition and our end of year major drama/music presentation.

The Kindergarten Transition Program 'Jumpstart' runs for 25 weeks. All the School Community strongly endorses the readiness for school benefits of this program.

The Positive Behaviour Learning (PBL) DEC initiative has been adopted. Our School PBL motto is: 'Show Respect, Be Responsible and Have Success'.

The School is an Accredited Asthma Friendly and Sun Safe School. Currently the School operates the Live Life Well @ School Program. Sport activities are supported by the Fundamental Movement Skills Program.

Communication to Parents and the wider Community. The School sends out a weekly newsletter. Information about the School is also placed on the School Website. The School started trialling the Pallamallawa School App to inform parents about what is happening at the School.

Parents support the School through the School Council and the P & C. The P & C are active fundraising. The P & C operates a canteen 2 days a week.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

Over a number of planning meetings the staff of Pallamallawa Public School linked the School Plan to elements of the School Excellence Framework. The staff agreed the core business of providing high quality educational opportunities for students aligns with the expectations identified in The School Excellence Framework.

Our Evidence indicates we are delivering in Learning Culture; Wellbeing; Student Performances Measures: Learning and Development; Leadership; School Planning, Implementation and Reporting. Evidence indicates we are sustaining and growing in Curriculum and Learning; Assessment and Reporting; Effective Classroom Practice; Data Skills and Use; Collaborative Practice; Professional Standards; School Resources; Management Practices and Processes.

In the Domain of Learning is a major focus for the School. The Whole School Community continues to see the benefits of the 30 week Kindergarten 'Jumpstart' Transition program. The early learning opportunities for students developing readiness for school and routines allows for all students to start with consistent and established Literacy and Numeracy skills. The success of the L3 program has seen students working at or above grade expectations. The PBL Wellbeing program continues to support students understand and develop values of Respect and Responsibility.

In the Teaching Domain the major focus was on Planning, Programming, Assessment Strategies, and Data Analysis. Aligning with Programming and Assessment staff focussed on the Literacy and Numeracy Continuums. Professional Development continues to support staff with evidence based practice to support learning and engagement.

In the domain of Leading the focus has been on The School Plan and Implementation. School resources continue to be well managed enhancing learning. The School strategic directions align with both community and the Department of Education priorities and demonstrate a commitment to high expectations for learning.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Foundations for 21st Century Learning.

Purpose

Literacy and Numeracy are the foundations for learning in all the KLAs and is the basis of our work as a school. This is supported by a strong technology resource.

For our students to be successful learners they need to be literate, numerate, confident, creative, cooperative and responsible.

These foundations support our students in learning now and into the future.

Overall summary of progress

Pallamallawa School has supported parents and student needs to continue and extend the Kindergarten 'Jumpstart' Program. This year the Program was extended over 4 Terms. A casual was employed to run the Program. This program supports student's readiness for school both academically and socially

The K–2 Teacher continues to be trained in L3 and this initiative supported literacy development with high impact on student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Transition students will be mapped on literacy and numeracy continuums/school developed checklist displaying increased social and academic readiness for school through demonstrating early concepts of print; understandings of basic numeration and early writing skills.	All Transition students mapped against the school developed checklist displaying readiness for school both academically and socially. 66% of the Transition group commenced school at Pallamallawa.	\$25762 RAM Equity Funding.
95% of students show progress against the literacy and numeracy continuums achieving at or above their stage appropriate level.	L3 Professional Training and implementation has improved literacy outcomes. Literacy resources were updated to support L3 Program. 99% of K –2 students reading at or above grade level. 100% of K–6 students displayed significant growth in the literacy area. All students at the end of 2016 displayed growth on the continuums in the areas of Reading, Writing, Spelling and Numeracy.	\$31323 RAM Equity Funding.

Next Steps

- Continue Kindergarten Transition 'Jumpstart' Program.
- Review Numeracy across whole school.
- TENs Training for staff. Supporting numeracy program and student needs.

Strategic Direction 2

Health & Wellbeing

Purpose

Wellbeing is both central to learning and an outcome of learning. It is multi dimensional and is characterised by feeling well and functioning well.

Happy, healthy and confident young people are vital in securing a strong future.

Overall summary of progress

During the year all staff completed Positive Behaviour Learning(PBL) Training. The School successfully underwent an external Tier 1 assessment.

The established sport program engaged all students to be active, be healthy and have fun.

The School Canteen continues to support the School healthy wellbeing programs. Healthy, fresh and home made food is available for students. Parents continue to support the water only drink policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Awards program records students demonstrating tolerance, consideration and respect for others. Students display responsibility, cooperation, care and fairness when dealing with others. (PBL program)	The School rewards program was updated. Students achievement in line with the PBL program, attendance and academic progress was celebrated to the whole school community through the school newsletter and a display boards. All staff completed PBL Tier 1 training. PBL Program was externally assessed with the School moving from Tier 1 to the next level. Students have a clear understanding of the School Core Values 'show respect, be responsible, have success'. The PBL logo was digitally developed.	\$8716 RAM Equity Funding
100% Students participate in regular physical activities in school. (Recorded Premiers Sporting Challenge).	The 3 morning PE program: skipping, dance and fundamental movement skills saw 100% student participation. Staff were trained in programs to deliver the PE program. The Healthy Canteen continues to run 2 days a week with fresh food available for students.	\$4679 RAM Equity Funding

Next Steps

- Tier 2 PBL Training for staff.
- PBL measures extended to internal class situations.
- Signage to be developed for the student expectations within PBL framework.
- Canteen to become aligned with the new Healthy canteen DoE initiative.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students monitored for progress across Literacy and Numeracy Continuums.</p> <p>Extra staffing supported K–2 Literacy Program (L3).</p> <p>Literacy resources were updated to support L3 Program</p> <p>Funding used to support 3–6 students in Literacy and Numeracy.</p> <p>Funding supported students participation in excursions, visiting performances and other areas across all KLAS.</p>	<p>Casual Teacher , Aid, Resources, provide support delivering literacy programs.</p> <p>\$16394 RAM Funding combined with other Equity funding.</p>
Low level adjustment for disability	<p>Strategic 1. Casual Teacher employed to deliver Kindergarten Transition 'Jumpstart' Program supporting 2016 Kindergarten students to be ready for school academically and socially.</p> <p>Staff trained in L3 to support literacy programs. Students K–2 meet grade or above grade reading levels.</p> <p>Resources purchased for literacy and numeracy.</p> <p>Strategic 2. All staff trained in Tier 1 PBL. Staff moving onto PBL Tier 2.</p> <p>Funding supported students participation in excursions, visiting performances and other areas across all KLAS.</p>	<p>Casual Teacher and resources.</p> <p>0.1 Staffing allocation.</p> <p>\$69010 RAM funding combined with other Equity funding.</p>
Socio–economic background	<p>Casual employed to assist and support delivery of L3 program K–2.</p>	<p>Casual Teacher and resources.</p> <p>0.2 Staffing entitlement.</p> <p>\$24677 Ram Funding Combined with other Equity funding.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	14	13	17	15
Girls	13	17	17	14

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.5	93.9	93.9	95.3
1	89.8	94.3	95.7	92
2	86.3	93.9	93.6	93
3	86.3	94.5	94.2	89.3
4	86.9	91.4	91.3	97
5	87	90.6	94.2	93.2
6	98.8	92	90.1	90.2
All Years	89	92.9	93.2	92.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K/1/2	17
3/4/5/6	14

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

*Full Time Equivalent

During 2016 two staff were on extended sick leave. Miss Tanya Withers relieved for the Principal Mrs Schwartz for Terms 3 and 4. Mrs Judy Mills and Mrs Jenni Williams replaced Mrs Hodge, SAM, while she was on sick leave Term 3.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff at Pallamallawa Public School participated in Professional Learning during 2016. Funds supported staff development in planning and programming, Performance & Development Framework, School Excellence Framework, PBL Universal / Tier 1, L3 Training, Small School Conference held in Tamworth, mandatory training in CPR/Anaphylaxis, Child Protection, Emergency Care, Code of Conduct.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	64 665.45
Global funds	74 254.60
Tied funds	96 223.16
School & community sources	14 193.75
Interest	2 206.47
Trust receipts	89 485.00
Canteen	0.00
Total income	341 028.43
Expenditure	
Teaching & learning	
Key learning areas	10 223.04
Excursions	9 170.71
Extracurricular dissections	7 921.56
Library	1 144.31
Training & development	664.76
Tied funds	96 252.74
Short term relief	5 258.14
Administration & office	30 679.57
School-operated canteen	0.00
Utilities	11 174.39
Maintenance	12 450.50
Trust accounts	18 699.95
Capital programs	0.00
Total expenditure	203 639.67
Balance carried forward	137 388.76

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

Due to the small cohort of students in Year 3 and Year 5 privacy protocol prevents disclosure of specific student data. Parents of students have been advised of their child's results.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

- Parents continue to be supportive of the school and acknowledge the school works towards supporting individual students.
- The majority of parents see the Positive Behaviour Learning model and the activities associated with this program as supporting their child to be respectful, responsible and successful learners.
- 100% parents fully support the Kindergarten transition 'Jumpstart' program and to be extended in the future.
- The L3 program is well supported. The benefits have shown to be successful with 99% reading at at above state levels

Policy requirements

Aboriginal education

Pallamallawa Public School received Aboriginal Background funding in 2016. Our plan included.

- Supporting students in literacy and numeracy.
- Extra staff assisting with the L3 program K–2.
- 3–6 students supported through extra staffing targeting literacy – reading.
- A week of learning experiences and celebration for NAIDOC during Term 2.
- Assistance of students with the cost of excursions and performances.
- Aboriginal Artists from Arnhem Land Visit. Students participated in a painting workshop.
- Aboriginal musician visit for music workshop with students.

Multicultural and anti-racism education

Staff at Pallamallawa Public School have incorporated multicultural activities across all KLAs. The School continues to maintain a focus on multicultural education by providing knowledge, skills and attitudes necessary for a diverse society. The History/Science/Geography Scope and Sequence of study Units provide opportunities to study other cultures and encourage attitudes of tolerance and respect for those different to themselves.

In 2016

- The whole school celebrated Harmony Day by an afternoon of craft with a multicultural theme.
- Year 3–6 viewed programs such as the ABC Behind the News to gain an understanding of cultures that differ to own culture.
- The PBL program encourages students to be respectful of others, to show an understanding of Australian diverse cultural background, and be active citizens.
- Visit from Sherpa (Nepal) sharing life in another country.
- Olympian from Sudan shared his life story.

Other school programs

Public Speaking

The Pallamallawa Public School Annual Public Speaking Competition was held in Term 3. All students Kindergarten to Year 6 are encouraged to participate. Our three judges were impressed with the overall high standard of delivery and individual subject selection. The Sandra Parson Memorial Trophy was awarded to Katie Cory.

Individual Grade Winners:

Kindergarten – Gregory Pearse

Year 1 – Jorga Saunders

Year 2 – Olivia Gallagher

Year 3 – Ellie Emery

Year 4 – Imogen Vosper

Year 5 – Katie Cory

Year 6 – David Kumar