

# Mallawa Public School

## Annual Report



2016



4262

## Introduction

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

Lisa Callander

Principal

## School contact details

Mallowa Public School

Combadello-Poison Gate Rd

Moree, 2400

[www.mallowa-p.schools.nsw.edu.au](http://www.mallowa-p.schools.nsw.edu.au)

[mallowa-p.School@det.nsw.edu.au](mailto:mallowa-p.School@det.nsw.edu.au)

6753 9520

## School background

### School vision statement

Mallawa Public School has a calm friendly atmosphere and is a place where all children can grow and learn in a happy and nurturing environment. The focus is on providing an education which is balanced, stimulating and enjoyable through the provision of individual educational programs tailored to each student's needs.

At Mallawa Public School we are committed to the provision of a challenging and engaging learning environment through which students achieve success.

Through staff setting high expectations, we aim to ensure our students are equipped as successful 21st Century learners who are literate and numerate and are able to think creatively and technologically.

This will be achieved by the delivery of high quality teaching and learning and through the forging of effective partnerships, alliances and collaborative relationships.

Future directions for our school are: to continue to emphasise literacy and numeracy, to integrate technology into all key learning areas to improve student outcomes and relieve isolation and to focus on quality teaching and learning.

### School context

Mallawa Public School is a TP1 rural and remote school located 60 kms West of Moree NSW. All students live on surrounding farms and travel to school by bus.

The school caters for the learning needs of all students in a caring and supportive environment. We are committed to providing a balanced and meaningful education with a strong emphasis on literacy and numeracy.

We are committed to providing quality educational and creative opportunities and experiences that will engage and motivate all students to learn and discover their knowledge to equip them to become successful 21st Century learners of the future.

Core values are integrated into the daily life of the school and these include 'Striving to Achieve' and if we all work together doing our best there is no limit to what we can achieve.

Mallawa Public School relies on the strong participation of the parents and community through the Parents and Citizens Association to support the implementation of quality education. The school also receives Equity funding for isolation.

Our teaching and support staff work collaboratively to deliver quality teaching and learning to all students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

In the domain of Learning the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of; Learning Culture the evidence presented indicates the school is operating at the Delivering stage. Curriculum and Learning the evidence presented indicates the school is operating at the Delivering stage.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of; Effective Classroom Practice the evidence presented indicates the school is operating at the Delivering stage. Professional Standards the evidence presented indicates the school is operating at the Delivering stage.

In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Our self-assessment and the external validation 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

Students are competent and creative learners.

### Purpose

To support all students to become competent and creative learners. Students Will be supported in a learning environment that has high expectations and adds value to student's literacy and numeracy levels.

To develop whole school programs increasing teacher capacity and engaging students with meaningful learning opportunities.

### Overall summary of progress

L3 was introduced into the school with all students showing growth in literacy across the year.

Technology was embedded into the Mathematics teaching programs.

All students progress was continually assessed and monitored on PLAN throughout the year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students show progress against the literacy and numeracy continuums achieving at or above their stage appropriate level.	<p>Students early arithmetic strategies have developed with increased confidence and student automatic response time significantly decreased. PLAN data indicated growth and student reports reflect growth in literacy and numeracy. L3 implementation and data is recorded every 5 weeks and recorded against the literacy continuum. Student reports reflect literacy and numeracy achievement.</p> <p>Early Stage 1 L3 data indicates an average of five reading levels and an average improvement of 3 writing clusters. L3 Stage 1 indicates an average growth of 9 reading levels.</p>	<p>\$5000</p> <p>Aboriginal background loading, Quality Teaching, Successful Students and Low level adjustment for disability funding.</p>
All students achieve their learning goals based on syllabus documents and literacy and numeracy continuums. Students have Personalised Learning and Support Plans linked to syllabus outcomes.	All students have Personalised Learning Plans (PLP's) and students are actively working towards their curriculum learning goals.	<p>\$500</p> <p>Low level adjustment for disability funding.</p>

### Next Steps

There will be continued emphasis on the continuation of the L3 program.

TEN strategies will be embedded Years K–3.

Development of a whole school assessment strategy.

## Strategic Direction 2

Staff lead engaging practices for all students.

### Purpose

Build leadership skills to improve student engagement in a positive school environment.

To improve students social and emotional wellbeing.

To establish more effective partnerships with families and to develop technologically competent students.

### Overall summary of progress

Increased the use of technology within the school for staff and students.

Have strengthened the Community of Schools ties by offering sporting and wellbeing opportunities for all students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There are more curriculum opportunities available for students with 100% of students engaged in music, art and sport programs at school and within our community of schools.	All students participated in healthy eating programs and were actively involved in weekly sports lessons delivered by a qualified sports coach. Students participated and achieved a Highly Commended for their musical performance at the Narrabri Eisteddfod. Students participated in inter school sports days.	\$2421  Socio-economic background funding.
Teacher's demonstrate achievement of goals and improvement linked to the Performance and Development Framework.	Professional conversations indicate that teacher's focused on their goals and professional development was aligned to the teacher's performance and development plans.	\$0
All students demonstrate success as competent and creative users of ICT as indicated in the whole school scope and sequence.	Students increased their ICT capabilities and teaching programs reflect the ICT components of the syllabus. All students have access to an iPad and have utilised apps to increase their learning.	\$0

### Next Steps

Develop a K–6 ICT skills scope and sequence and investigate the implementation of STEM initiatives.

Further development of community of schools to provide extended learning opportunities for students.

Collaboratively develop Geography, History and Science & Technology scope and sequences with community of schools partners.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Quality Teaching, Successful Students (QTSS)</b>	Teachers have engaged in reflective practice conversations and adjusted teaching to address student point of need.	\$711
<b>Socio-economic background</b>	Student data indicates growth in reading and writing.	\$2694
<b>Aboriginal background loading</b>	All Aboriginal and Torres Strait Islander students have a Personalised Learning Plan developed in consultation with students. ATSI student attendance data is equivalent to non ATSI students.	\$3071
<b>Low level adjustment for disability</b>	Student PLP's monitored and indicate expected learning progress.	\$1445



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	5	7	7	3
Girls	3	6	4	3

### Student attendance profile

School				
Year	2013	2014	2015	2016
K		88.9		81.8
1	80.7	82.8	90.7	76.7
2	85.7	88	97.7	85
3	89.3		96.9	
4	86.1	88.5	100	93.2
5		89.7		93.2
6	85.7		91.9	
All Years	83.9	88	94.3	86.8
State DoE				
Year	2013	2014	2015	2016
K		95.2		94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8		94.1	
4	94.7	94.9	94	93.9
5		94.8		93.9
6	94.1		93.5	
All Years	94.7	94.8	94	94

### Management of non-attendance

Attendance in 2016 was reduced due to consistent wet weather which made school inaccessible for many students

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.8
Other Positions	0

\*Full Time Equivalent

### 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	

### Professional learning and teacher accreditation

Mallawa Public School has a comprehensive Teacher Professional Learning and Teacher Accreditation Policy. Teachers are supported and encouraged to self assess and articulate their skills and abilities against the Professional Standards for Teachers. Each teacher has a Professional Development Plan that outlines areas in which the teacher is seeking to demonstrate growth across the school year. This plan is implemented through peer to peer observations, programming meetings with the Principal and attending internal (school-based) as well as external professional development opportunities. Over 2016, teachers participated in: Anaphylaxis Training (Face to Face), Cardio Pulmonary Resuscitation (CPR), Child Protection Awareness(CPAT), Code of Conduct, Emergency Care, School Planning Committee (planning, monitoring, evaluations and review), Small Schools Conference, Literacy, Language, Learning (L3), Principal Induction Conference and NSW Primary Principal's Association Annual conference.

There are currently no beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient.

## 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	\$
<b>Balance brought forward</b>	<b>75 578.97</b>
Global funds	49 734.74
Tied funds	43 368.62
School & community sources	16 312.41
Interest	1 551.94
Trust receipts	149.50
Canteen	0.00
Total income	186 696.18
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	2 618.43
Excursions	0.00
Extracurricular dissections	926.24
Library	324.22
Training & development	1 190.70
Tied funds	47 712.74
Short term relief	4 751.49
Administration & office	18 983.54
School-operated canteen	0.00
Utilities	5 273.28
Maintenance	12 472.43
Trust accounts	149.50
Capital programs	14 954.85
Total expenditure	109 357.42
<b>Balance carried forward</b>	<b>77 338.76</b>

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.

Mallawa Public School had a cohort too small to report on during 2016 in Yr 3, 5, and 7

## 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.

In school parent teacher meetings, all parents agreed or strongly agreed that the school has a happy and positive atmosphere and all parents would recommend the school to others. All parents believed that teachers create challenging and engaging work for their children and believe that behaviour is managed well at the school. All parents feel that their child feels safe at school and feel that teachers and executive staff listen to and act on their concerns and enquires.

The results from the student survey indicate all students had a positive sense of belonging to the school, all students are interested and motivated to learn and all students try hard to succeed in their learning.

Staff either agree or strongly agree that school leaders are leading improvement and change in the school and clearly communicate the strategic vision and values for the school. Staff agreed that they have been given valuable professional development this year which has led to improved student outcomes.





# Policy requirements

## Aboriginal education

All teaching programs include Aboriginal perspectives and content that teaches children about Aboriginal history, culture and Aboriginal Australia. National Aboriginal and Islander day Observance Committee (NAIDOC) celebrations were very successful with all students participating in engaging activities based on Aboriginal culture.

The school has allocated resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAS. Teachers set aside a 10 week block in Term 2 to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Resources for the library were purchased at each stage level.

All Aboriginal students have a Personal Learning Plan (PLP) with input from their family sort at least twice per year. A family BBQ breakfast was held in Term 3 and Presentation Day in Term 4. At both events 100% of Aboriginal families were represented. These were great show cases for the Aboriginal students to demonstrate their progress towards their learning goals.



## Multicultural and anti-racism education

The school includes multicultural and anti-racism education across all key learning areas. Teaching programs exhibit a strong focus on respecting cultural differences and anti-racism strategies in Personal Health and Development. The school maintains a 21st Century focus across the school year which incorporates planned units in the following areas: Asia and Australia's engagement with Asia, Difference and Diversity, Ethical Understanding and Intercultural Understanding.

The major activities for 2016 were the cultural study of Mongolia, when we participated in the Country Women's Association International Day event. Throughout the year all students engaged in a variety of activities to increase their understanding of different cultures and lifestyles. A highlight was the cultural research of the countries that participated in the Olympic Games. A whole school Olympic Day was held where students demonstrated their understandings of the varying cultures and participated in a variety of activities.