

Pallamallawa Public School

Annual Report



2017



2827

Introduction

The Annual Report for **2017** 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.

Tanya Withers

Relieving 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.

2017 saw the Kindergarten Transition Program continue. L3 training and Positive Behaviour for Learning supported students to make progress both academically and socially. Early Action for Success was also implemented. An Instructional Leader was employed one day a fortnight and students were plotted on the Literacy and Numeracy Continuums.

The whole school excursion to Taronga Western Plains Zoo proved a great success with students enjoying camping and viewing a variety of different animals. The students also travelled to the Moree Art Gallery to view their self portraits that were on exhibition at the gallery.

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, a Colour Fun Run, Pitch Perfect performance at Moree Secondary College, presentation night performance and public speaking, sporting carnivals and our Learn to Swim Program.

The school also held a very successful STEAM Day with other small schools from around the area attending. Students were able to interact with other students and engage in STEAM activities.

The P&C have successfully fundraised by holding a Gatsby Ball, which proved to be a roaring success. The Lady Hogs Biker's morning tea was another highlight of the P&C fundraising.

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.

Sharyn Pidgeon

Relieving Principal 2017

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 school 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

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 the element of Student Performances Measures in the Learning domain, and School Planning, Implementation and Reporting of the Leading Domain. Evidence indicates we are sustaining and growing in all other areas; learning Culture; Wellbeing; Curriculum and Learning; Assessment and Reporting; Effective Classroom Practice; Data Skills and Use; Collaborative Practice; Learning and Development; Professional Standards; Leadership; School Resources; and Management Practices and Processes.

The Domain of Learning is a major focus for the School. The Whole School Community continues to see the benefits of the 25 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.

In the Teaching Domain the major focus was on Assessment Strategies and Data Analysis through the implementation of Early Action for Success.. 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 develop the 2018–2020 school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 the Kindergarten Jumpstart Program over 3 terms. A casual was employed to teach K/1/2 to enable the Kindergarten teacher to coordinate and implement the program. This program supports student's readiness for school both academically and socially. A School Learning Support Officer was also employed to assist with the Jumpstart Program.

The K–2 Teacher continued 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)	Funds Expended (Resources)	Progress achieved this year
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.	\$5307 RAM Equity Funding.	All Transition students mapped against the school developed checklist displaying readiness for school both academically and socially. 90% of the Transition group commenced school at Pallamallawa.
95% of students show progress against the literacy and numeracy continuums achieving at or above their stage appropriate level.	\$2812 RAM Equity Funding. \$227 Literacy and Numeracy	L3 Professional Training and implementation has improved literacy outcomes. Literacy resources were updated to support L3 Program. 90% of K –2 students reading at or above grade level. 95% of K–6 students displayed significant growth in the literacy area. All students at the end of 2017 displayed growth on the continuums in the areas of Reading, Writing, Spelling and Numeracy.

Next Steps

- Continue Kindergarten Transition 'Jumpstart' Program.
- Review Numeracy across whole school.
- National Literacy and Numeracy Progressions Professional Learning. Early Action for Success Implementation and plot students on the progressions.

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

The School successfully implemented Positive Behaviour for Learning Tier 1 level.

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

Initiated and implemented the Stephanie Alexander Gardening and Cooking Program.

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)	Funds Expended (Resources)	Progress achieved this year
Awards program records students demonstrating tolerance, consideration and respect for others. Students display responsibility, cooperation, care and fairness when dealing with others. (PBL program)	\$6100 RAM Equity Funding	<p>The School rewards program was updated.</p> <p>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.</p> <p>One staff member completed PBL Tier 1 classroom training.</p> <p>PBL Program continued to be implemented at Tier 1 level. Students have a clear understanding of the School Core Values 'show respect, be responsible, have success'. The PBL logo was digitally developed.</p>
100% Students participate in regular physical activities in school. (Recorded Premiers Sporting Challenge).	\$1892 RAM Equity Funding	<p>The 3 morning PE program: skipping, dance and fundamental movement skills saw 100% student participation.</p> <p>Staff were trained in programs to deliver the PE program.</p> <p>Implemented Stephanie Alexander Gardening and Cooking Program to encourage healthy lifestyle.</p>

Next Steps

- All staff to participate in Positive behaviour for Learning Reboot.
- PBL measures extended to internal class situations.
- Signage to be developed for the student expectations within PBL framework and displayed around the school.
- Canteen to become aligned with the new Healthy canteen DoE initiative.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Casual Teacher , Aid, Resources, provide support delivering literacy programs.</p> <p>\$23220 RAM Funding combined with other Equity funding.</p>	<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>
Low level adjustment for disability	<p>Casual Teacher and resources.</p> <p>0.1 Staffing allocation.</p> <p>\$69010 RAM funding combined with other Equity funding.</p>	<p>Strategic 1. Casual Teacher employed to assist in the delivery of the Kindergarten Transition 'Jumpstart' Program supporting 2017 Kindergarten students to be ready for school academically and socially.</p> <p>Students K–2 meet grade or above grade reading levels.</p> <p>School Learning Support Officer employed to assist with Jumpstart and L3 program delivery.</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>
Socio–economic background	<p>Casual Teacher and resources.</p> <p>0.2 Staffing entitlement.</p> <p>\$24677 Ram Funding Combined with other Equity funding.</p>	<p>Casual employed to assist and support delivery of L3 program K–2, establishment of second class to assist delivery.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	13	17	15	11
Girls	17	17	14	11

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	93.9	95.3	85.8
1	94.3	95.7	92	96.1
2	93.9	93.6	93	91.4
3	94.5	94.2	89.3	92.1
4	91.4	91.3	97	87.5
5	90.6	94.2	93.2	93.6
6	92	90.1	90.2	88.1
All Years	92.9	93.2	92.7	91.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Class sizes

Class	Total
K12	9
3456	13

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.63
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.7
Other Positions	0

*Full Time Equivalent

Currently no staff identify as Aboriginal or Torres Strait Islander.

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 2017. Funds supported staff development in planning and programming, Performance & Development Framework, School Excellence Framework, PBL Universal / Tier 1, L3 Training, mandatory training in CPR/Anaphylaxis, Child Protection, Emergency Care, Code of Conduct.

One staff member completed Teacher Accreditation, all staff Proficient.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	137,389
Global funds	82,065
Tied funds	103,128
School & community sources	11,045
Interest	2,350
Trust receipts	1,614
Canteen	0
Total Receipts	200,202
Payments	
Teaching & learning	
Key Learning Areas	6,405
Excursions	3,698
Extracurricular dissections	1,069
Library	1,733
Training & Development	0
Tied Funds Payments	56,830
Short Term Relief	-198
Administration & Office	28,721
Canteen Payments	0
Utilities	8,764
Maintenance	2,501
Trust Payments	1,754
Capital Programs	0
Total Payments	111,278
Balance carried forward	226,313

	2017 Actual (\$)
Opening Balance	0
Revenue	230,083
Appropriation	226,313
Sale of Goods and Services	0
Grants and Contributions	3,770
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-39,583
Recurrent Expenses	-39,583
Employee Related	-26,901
Operating Expenses	-12,681
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	190,501
Balance Carried Forward	190,501

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Pallamallawa Public School holds and manages funds for the Barwon Network.

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	342,960
Base Per Capita	4,432
Base Location	11,261
Other Base	327,267
Equity Total	107,606
Equity Aboriginal	22,971
Equity Socio economic	59,509
Equity Language	0
Equity Disability	25,125
Targeted Total	0
Other Total	2,349
Grand Total	452,915

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.

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.
- 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 95% reading at above state levels



Policy requirements

Aboriginal education

Pallamallawa Public School received Aboriginal Background funding in 2017. 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 day of learning experiences and celebration for NAIDOC during Term 2. Children made Johnny cakes, played Aboriginal games, painted a large art canvas and listened to Dreamtime stories.
- Assistance of students with the cost of excursions and performances.



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 2017

- The whole school celebrated Harmony Day by an afternoon of craft with a multicultural theme. Students created friendship bracelet and painted people to form a life size friendship chain representing a multicultural nation.
- 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.

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 Vikashni Kumar.

Individual Grade Winners:

Class prizes were awarded to:

K–2

1st – Vickashni Kumar

2nd – George Diprose

3rd – Jorga Saunders

3/4/5/6

1st – Blaire Rooke

2nd – Clare Cory

3rd – Kaydhan Taylor