

Mallawa Public School

Annual Report



2017



4262

Introduction

The Annual Report for **2017** is provided to the community of **Mallawa** 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.

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Principal

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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 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.

In 2017, the staff of Mallawa Public School assessed the 2015–2017 School plan against the School Excellence Framework as a means of informing, monitoring and evaluating teaching practices of our staff. This was achieved by participating in Barwon Network meetings, The Barwon Small School Network, professional learning opportunities, staff meetings and collaboration with Principal, School Leadership—Robyn Stewart. The self-assessment tool was used to plot current practices across all three domains of the School Excellence Framework. (V2). Associated data and evidence was gathered in support of our findings and was used to ascertain the level at which our school is achieving in each domain.

Learning

In the domain of Learning, the school focused on the domains of Assessment, Reporting and Wellbeing. In Term 2, a

revision of the student reports was undertaken to ensure that reports reflected the new curriculums in Geography, History and fine tuning Mathematics and English. This ensured that the reports were now an accurate reflection of student learning. In wellbeing, students have been engaged in weekly personal development lessons and a social skills program tailored to students needs.

Teaching

In the domain of Teaching we have particularly focused on Effective Classroom Practice, Collaborative Practice and Learning and Development. Stage and mentoring meetings, provide the opportunity for teachers to discuss student progress and the impact of teaching programs. Teaching programs and strategies are then revised to reflect the analysed data. A culture of collaborative practice is evident within the school, with teachers participating in observation, sharing practice and seeking feedback.

Leading

In the domain of Leading the focus has been on the elements of Leadership, and School Planning Implementation and Reporting. We have placed an emphasis on providing more opportunities for parents and community members to be able to engage with the school. Regular communications are sent to parents using a fortnightly newsletter. The increase in parent participation has been pleasing with large audiences at the three school celebration events held.

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:

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

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

There was continued emphasis on the continuation of the L3 program with all students showing growth and improvement against the Literacy continuum.

Targeting Early Numeracy (TEN) strategies program was developed for implementation for TEN K–4 2018.

The whole school assessment schedule was reviewed and realigned for implementation in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students show progress against the literacy and numeracy continuums achieving at or above their stage appropriate level.	\$12,783 Aboriginal background loading, Quality Teaching, Successful Students, Low level adjustment for disability and Socio-economic background funding.	L3 was successfully continued across Kindergarten and Stage 1. TEN strategies were developed with student confidence and automatic response time improving. PLAN data indicated growth and student reports reflect growth in literacy and numeracy. A K–6 school assessment schedule has been developed. School reporting to parents realigned to meet DOE policy.
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.	\$500 Low level adjustment for disability funding.	All students have Personalised Learning Plans (PLP's) and students are actively working towards their curriculum learning goals.

Next Steps

There will be continued emphasis on Literacy with Writing becoming a major focus to improve student ability and engagement.

Developing staff understanding of the National Learning progressions and transition the use of these in monitoring student progress.

Targeting Early Numeracy (TEN) strategies program implementation.

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

Science, Technology, Engineering and Mathematics programs were investigated and staffing requirements were identified.

The community of schools combined learning days continued and extended learning opportunities for students saw increased involvement of schools with Sport, Science, Creative and Performing Arts and Health learning days.

The Barwon Small Schools collaboratively developed a multi stage Geography, History and Science & Technology scope and sequence with implementation to begin Term 1 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$7000 Socio-economic background funding.	All students were actively involved in weekly sports lessons delivered by a qualified sports coach. Students participated in weekly music lessons with increased engagement and participation. The opportunity to perform at the Narrabri Eisteddfod where students gained third place. UNE Discovery Voyager Science day with our community of schools provided hands on, unique learning.
Teacher's demonstrate achievement of goals and improvement linked to the Performance and Development Framework.	\$0	Professional conversations indicate that teacher's focused on their goals and professional development was aligned to the teacher's performance and development plans.
All students demonstrate success as competent and creative users of ICT as indicated in the whole school scope and sequence.	\$0	Students increased their ICT capabilities and teaching programs reflect the ICT components of the syllabus. All students have access to a computer and have utilised programs to increase their learning.

Next Steps

The Barwon Small Schools collaboratively develop units of work to include assessment tasks to utilise consistent teacher judgement.

Build staff teaching capacity to further develop programs offered at Mallawa PS.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$711 • Quality Teaching, Successful Students (QTSS) (\$711.00)	Teachers have engaged in reflective practice conversations and adjusted teaching programs to address student point of need.
Socio-economic background	\$7315	Students were provided with teaching experts in their respective fields and offered Sport, Music and Creative and Performing Arts opportunities to increase participation, engagement and provide well rounded education opportunities.
Aboriginal background loading	\$10812	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. Learning programs delivered and data indicates that numeracy, reading, and writing results are improving.
Low level adjustment for disability	\$1445	Student PLP's monitored, indicate expected learning progress and tracked on PLAN.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	7	7	3	3
Girls	6	4	3	5

Student attendance profile

School				
Year	2014	2015	2016	2017
K	88.9		81.8	77.3
1	82.8	90.7	76.7	91.7
2	88	97.7	85	78.4
3		96.9		94.3
4	88.5	100	93.2	
5	89.7		93.2	
6		91.9		
All Years	88	94.3	86.8	85.1
State DoE				
Year	2014	2015	2016	2017
K	95.2		94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3		94.1		94.1
4	94.9	94	93.9	
5	94.8		93.9	
6		93.5		
All Years	94.9	93.9	94	94.1

Management of non-attendance

The school has continued to have a focus on improving student attendance. A variety of school systems are in place to enable parents to explain student absence in a timely manner. The school has worked closely with the Home School Liaison Officer to support families this year.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.13
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
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	0

Professional learning and teacher accreditation

The school has had a strong focus on providing a range of professional development opportunities for all staff.

School Development Days included working with Curriculum Advisor on the Numeracy Framework and developing a Multi Stage Scope and Sequence, and Consistent Teacher Judgement around literacy.

All staff participated in mandatory training requirements and teaching staff developed teaching programs to enable the implementation of a multi stage scope and sequence. Staff were trained in L3 and participated in ongoing professional learning for L3 Stage 1. Staff attended courses in Learning Management and Business Reform, Reading Recovery support teacher training and Learning Difficulties training.

There are currently no beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at 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	77,339
Global funds	65,813
Tied funds	28,091
School & community sources	1,233
Interest	1,206
Trust receipts	4,000
Canteen	0
Total Receipts	100,342
Payments	
Teaching & learning	
Key Learning Areas	14,847
Excursions	799
Extracurricular dissections	3,412
Library	827
Training & Development	0
Tied Funds Payments	20,627
Short Term Relief	2,882
Administration & Office	13,412
Canteen Payments	0
Utilities	4,254
Maintenance	8,221
Trust Payments	4,000
Capital Programs	0
Total Payments	73,280
Balance carried forward	104,401

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.

	2017 Actual (\$)
Opening Balance	0
Revenue	105,271
Appropriation	104,401
Sale of Goods and Services	0
Grants and Contributions	870
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-27,761
Recurrent Expenses	-27,761
Employee Related	-16,186
Operating Expenses	-11,574
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	77,511
Balance Carried Forward	77,511

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.

Financial summary equity funding

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

Figures presented in this report may be subject to

	2017 Actual (\$)
Base Total	257,727
Base Per Capita	917
Base Location	9,954
Other Base	246,856
Equity Total	29,729
Equity Aboriginal	10,812
Equity Socio economic	7,315
Equity Language	0
Equity Disability	11,602
Targeted Total	0
Other Total	6,651
Grand Total	294,108

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.

Mallawa Public School had a cohort too small to report on during 2017 in Yr 3 and 5.



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

Plan (PLP) with input from their family sort at least twice per year. A High Tea was held in Term 2 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 2017 were the cultural study of Nepal, 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.