

Pallamallawa Public School

Annual Report



2018



2827

Introduction

The Annual Report for **2018** 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.

Mrs Julie Schwartz

Principal

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School background

School vision statement

At Pallamallawa Public School a collaborative and supportive learning culture is underpinned by the core values of show respect, be responsible and achieve success.

A high quality teaching and learning environment aims to support students to become literate, numerate, confident, productive citizens in their community.

Every student will be provided with academic, sporting, creative, social and emotional learning opportunities.

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 26 students, 15% of whom identify as Aboriginal. Students are drawn from the villages of Pallamallawa, Biniguy and the local rural area.

Pallamallawa Public School offers a caring, friendly environment that encourages students to reach their full potential academically and socially. The school provides a range of quality educational programs and experiences individually tailored to meet the needs of all students and relevant to their stage of learning.

The curriculum is comprehensive and innovative with a strong emphasis on literacy, numeracy and technology. Every student across the school has a designated iPad and laptop to support and consolidate academic activities.

The school community strongly endorses the readiness for school benefits of the comprehensive Kindergarten Transition Program 'Jumpstart' which occurs across Terms 2, 3 and 4.

Pallamallawa Public School's motto "Strive for Success" is interwoven with the school's Positive Behaviour for Learning values 'Show Respect, Be Responsible and Achieve Success'.

Through commitment and professionalism the staff aim to create a stimulating safe learning environment that provides the necessary skills and learning experiences for students to succeed and adapt in a quickly changing society.

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.

During staff meetings the School Plan was linked 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 that in the Learning Domain we are delivering in the elements of learning culture, wellbeing, curriculum, assessment and reporting. Our 25 week Kindergarten Transition Program 'Jumpstart' continues to support students starting school. Readiness for school, routines and the establishment of skills in the literacy and numeracy continue to be a major focus. The K-2 L3 program continues to benefit students. The School PBL program supports wellbeing and attendance. The Kids Creative Space Yoga program was a highlight of Term 4 wellbeing program. Pallamallawa Public School was part of a Rural and Remote Initiative with 2 other small schools during semester 2. The project based learning utilised a STEM unit successfully. This culminated in a market day at Pallamallawa with all schools participating.

In the Domain of Teaching the school is delivering in the elements of effective classroom practice, data skills and use, professional standards, and learning and development. Student and assessment and data analysis is supported through the Early Action for Success Program. Data and evidence assist staff to make informed decisions to plan and implement programs. Staff align professional goals in their PDP's and support staff with professional development.

In the Leading domain the school is delivering in the elements of educational leadership, school planning, implementation and reporting, school resources, and management practices and processes. The focus is on implementing the School Plan in line with school and community high expectations for learning. School resources are managed effectively to support and enhance learning. The physical resources and facilities are well maintained. A Pallamallawa staff member successfully applied for the Early Action for Success Assistant Principal position at the school. this is strengthening the leadership roles within the school.

Our self-assessment process will assist the school to refine 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

Building a positive culture, supporting high quality learning and teaching.

Purpose

To improve student achievement through setting high expectations and providing best quality teaching and learning aligned with NSW Department of Education targets. Proactive strategies promote high levels of student engagement in meaningful, future focused learning to inspire students to achieve and thrive as learners and responsible, productive citizens.

Overall summary of progress

K–2 Students plotted against 2 Literacy and Numeracy Progressions. Early Action for Success supported K–2 class with Ms Pidgeon in relieving Instructional Leader position.

L3 program continues to run across K–2 class supporting literacy development and quality teaching programs.

Staff worked with Barwon Community of Schools(CoS) to revise and develop Scope and Sequence(S & S) units for History, Geography and Science. Three local small schools implemented project based learning through STEM Rural and Remote Grant. Term 3 STEM project based learning culminated in successful market day held at Pallamallawa Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student will demonstrate growth and improvement against National Numeracy and Literacy Progressions in relation to their personal targeted benchmark. Individual Learning Plans will address areas of need.	\$4000 for casual – training and release. Equity Funding. \$2500 L3/ Transition to school resources. Equity Funding.	95% of students K–2 demonstrated growth against the two areas entered on Literacy and numeracy progressions. L3 Program continues to support K–2 Class in literacy with 95% of students showing growth. All students K–6 demonstrated growth in Literacy Area.
L3 Data and in school data indicates that the majority of students achieve at or above stage level.	Literacy Resources \$400 Equity Funding	Both Year 3 and Year 5 students demonstrated growth against the NAPLAN value added data.
Improve average NAPLAN performance based on value added data.	Resources \$750 Equity Funding	Students can reflect on own individual learning. Most 3–6 students can identify areas that need to be addressed.

Next Steps

Ms Pigeon appointed EAfS AP Instructional Leader for 2 years. She will give support to both classes. Due to changes in staffing, staff will revisit Literacy and Numeracy Progressions early 2019 for all students to plotted against designated areas.

Kindergarten Transition to school program will continue in 2019.

Strategic Direction 2

Student wellbeing, belonging and connections.

Purpose

Students will respect the importance of care for self and others while developing their individual identity and a sense of belonging to their school and extended community.

Overall summary of progress

Staff reviewed Positive Behaviour for Learning. Training and update organised term 3 for staff to familiarise with latest process and look at moving forward with Wellbeing program.

Term 4 Kids Creating Space Yoga program supported by the themes: respect, being calm, focussing, being motivated, being kind, self control, mindful, and growth mindset.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing data and award records reflect a higher frequency of positive behavioural incidents with students demonstrating resilience, cooperation, care, fairness, and responsibility.	PBL & Rewards \$ 750 Equity Funding. PBL Training \$1500 Equity Funding. Kids Creating Space Program \$2300 Equity Funding.	Rewards implemented for with PBL program. Kids Creating Space Program – Yoga participation rewards.
All staff collaborate with Community of Schools in developing units of work targeting quality teaching, high student engagement and increased teacher capacity.	\$7000 for Casual. and Resources – Equity Funding and STEM Rural & Remote Initiative Grant	Meetings for Barwon Community of Schools revised Scope and Sequence for units. STEM Rural and Remote Initiative "Young Entrepreneurs Market Day".
100% of students participate in regular physical activities in school (Premier's Sporting Challenge)	\$5400 Sporting Schools Grant for coaches and resources. Bus \$1500 travel to sporting events. Equity Funding.	All students participate in school programs – morning fitness, sport and visiting sport coaches. 100% participation Premiers Sporting Challenge.

Next Steps

Regular sports sessions to continue 2019. Grants investigated. Term 1 Swimming – 5 weeks. Morning sessions to commence Term 1 2019. Premiers Sporting Challenge to continue 2019.

Staff to undergo PBL training to continue implementation of wellbeing program.

Rural and Remote Initiative Grant for "Sustainable Garden Project".

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$4000 for casual for professional development and release. Equity Funding.	K–2 students plotted against Literacy and Numeracy Progressions in the areas of writing – creating text and quantitative number. EAfS program required students to plotted against two areas on the new Progressions. K–2 students displayed significant growth in literacy. Growth was not as evident in numeracy. Year 3 & Year 5 displayed growth in literacy and numeracy but still to be placed on Literacy & Numeracy Progressions – following Department of Education requirements for administration of progressions.
Quality Teaching, Successful Students (QTSS)	\$2000 for Casuals for release. Equity Funding.	2019 Teaching units planned ready for implementation across Barwon CoS.
Socio–economic background	<p>\$22500 for casual for Ms Pidgeon and Aide to run Transition for 2019 Kindergarten students. Equity Funding.</p> <p>Kids Creating Space Program \$2300 Equity Funding</p>	<p>Kindergarten Transition Program successful with 4 students to commence 2019.</p> <p>Wellbeing Program concluded. Students, staff and parents impressed and valued program.</p> <p>Vegetable garden on hold due to weather conditions.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	17	15	11	14
Girls	17	14	11	16

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	95.3	85.8	90.7
1	95.7	92	96.1	92.8
2	93.6	93	91.4	86.5
3	94.2	89.3	92.1	87.6
4	91.3	97	87.5	91.9
5	94.2	93.2	93.6	89.1
6	90.1	90.2	88.1	90.9
All Years	93.2	92.7	91.1	90
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Pallamallawa Public School strongly believes students need to attend school every day. Non-attendance is managed through newsletter communication reinforcing positive attendance and reminders of coming to school regularly; after two days absence phone contact to determine any issues school can assist with; continued contact with families of students with poor attendance to reinforce importance of coming to school every day., HSLO intervention with students at risk with poor attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Currently no staff identify as Aboriginal or Torres Strait Islander.

Mrs Schwartz was on leave for 3 terms. Ms Tanya Withers was relieving Principal.

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 2018. Funds supported staff development in mandatory training in CPR/ Child Protection, Code of Conduct, Anaphylaxis. During the year participated in STEM, Seven Steps, EAfS , Communication Workshop, LMBR, SAP, Finance, Website Training, Wellbeing – Yoga.

All staff are Proficient.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	190,501
Revenue	605,520
Appropriation	581,731
Sale of Goods and Services	-1,400
Grants and Contributions	23,165
Gain and Loss	0
Other Revenue	0
Investment Income	2,024
Expenses	-608,727
Recurrent Expenses	-608,727
Employee Related	-493,684
Operating Expenses	-115,043
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-3,207
Balance Carried Forward	187,294

The opening balance for the 2018 School financial year is displayed in the SAP 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 SAP table and includes any financial transactions in SAP the school has undertaken.

Note The School holds in trust funds for Moree Educational Director David Crowe. Accounts paid as by directed by the Director.

Some RAM Equity and RAM Aboriginal Background programs did not run due to casual unavailability funds carried forward to 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	456,967
Base Per Capita	4,254
Base Location	10,135
Other Base	442,578
Equity Total	81,860
Equity Aboriginal	17,229
Equity Socio economic	37,295
Equity Language	0
Equity Disability	27,337
Targeted Total	0
Other Total	10,678
Grand Total	549,505

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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

Due to the small cohort in Numeracy Years 3 and Year 5 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. Go to <http://www.myschool.edu.au> to access the school data.

Year 3 and Year 5 students demonstrated growth against the NAPLAN value added 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 successful Kindergarten transition 'Jumpstart' program and to be extended in the future.

The L3 K–2 Program is well supported. The benefits have shown to be successful with more than 95% reading at above state levels.

Parents were supportive of the STEM project based learning and Term 4 Wellbeing program.

Policy requirements

Aboriginal education

Pallamallawa Public School received Aboriginal Background funding in 2018. Our plan included:

Supporting students in literacy and numeracy.

Extra staffing assisting with the L–3 program K–2.

3–6 students supported through extra staffing targeting literacy – reading and writing.

NAIDOC celebrated during term 2 with activities and experiences over a number of days.

Assistance of students with 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 2018

The whole school celebrated Harmony Day.

Year 3–6 viewed programs such as ABC Behind the News to gain an understanding of cultures that differ to our own.

The PBL program encourages students to be respectful of others, to show an understanding of Australian diverse cultural background, and be active citizens.

The whole school attended a CWA day at Warialda Public School that featured this years country Poland.

Year 3–6 participated in the Lions Club Peace Poster Competition.

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 standard of delivery and individual subject selection. The Sandra Parson Memorial Trophy was awarded to Clare Cory.

Stage Trophies were awarded to

Early Stage 1 – Gemma–Rose Saunders

Stage 1 – Ely Dansey

Stage 2 – Joshua Rigby

Stage 3 – Clare Cory