

Mallawa Public School

Annual Report



2018



4262

Introduction

The Annual Report for **2018** 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

Mallowa Road

MOREE, 2400

www.mallowa-p.schools.nsw.edu.au

mallowa-p.school@det.nsw.edu.au

6753 9520

School background

School vision statement

At Mallowa Public School children grow and learn in a happy and nurturing future focused learning environment.

We engage students in high quality teaching and learning to inspire and challenge each individual to realise their full potential. Our students will be literate and numerate and they will become creative, reflective, independent learners.

Our School community will facilitate cohesive, interactive relationships and alliances within the school and wider community.

Mallowa Public School prepares students for life long learning and positive participation in life beyond the school gate.

School context

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

The school was established in 1959 and has a long and rich tradition of excellence.

There is a strong commitment to improving literacy and numeracy for all students. Academic programs are the main focus of the school's work with teachers constantly seeking ways to enhance learning and teaching. Differentiated learning programs reflect a clear understanding that students learn in different ways and bring different experiences to the learning environment.

All staff are focused on the core business of providing a high quality education for our students, supporting every student towards a positive future.

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.

The school's self assessment in comparison from 2017 in domains of Learning, Teaching and Leading indicated consistent practice. In Learning, teachers are committed to delivering high quality programs that meet the interests and needs of students in order to increase their engagement and motivation levels. In the Teaching domain, teachers ensure that all lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise.

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 as responsible, productive citizens.

Overall summary of progress

There was continued emphasis on literacy, particularly writing, where student ability was assessed, staff participated in professional learning and new strategies were implemented and students showed growth and improvement.

The whole school assessment schedule was implemented and reviewed.

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 the National Literacy and Numeracy Progressions in relation to their personal targeted benchmark. Individual Learning Plans will address areas of need.	\$12,246 Aboriginal background loading, Quality Teaching, Successful Students, Low level adjustment for disability and Socio-economic background funding.	Writing strategies were developed with student confidence and engagement increasing.
All students can articulate their learning goals, self and peer evaluate and reflect on their learning.	\$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.
NAPLAN data indicates that all participating students achieve at or above state level growth in literacy and numeracy.	\$0	No students sat NAPLAN in 2018.

Next Steps

Staff engage in Professional Learning around Formative Assessment.

To develop teacher skills in planning and delivering an effective mathematics program by developing a scope and sequence utilising the guiding principles and practices that underpin effective mathematics and develop mini lessons to teach whole number skills.

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

Barwon Small Schools collaboratively trialled the 'One Schools' initiative in developing units of work that included assessment tasks and utilised consistent teacher judgement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff collaborate with the Community of Schools in developing units of work targeting quality teaching, high student engagement and increased teacher capacity.	\$2000 Socio-economic background funding.	Professional conversations focused on developing teaching programs and incorporating STEM to increase student engagement.
100% of students participate in regular physical activities in school (Premier's Sporting Challenge)	\$ 5400 Socio-economic background funding.	All students were actively involved in weekly sports lessons delivered by a qualified sports coach.
Wellbeing data and award records reflect a higher frequency of positive behavioural incidents with students demonstrating resilience, cooperation, care, fairness and responsibility.	\$0	Students achievements were celebrated in award ceremonies at Education and Presentation day along with fortnightly recognition in the School Newsletter.

Next Steps

Continuation of Barwon Community of Schools.

Implement the Community of Schools Scope and Sequence and trail units of work written by members.

Students participating in CAPA and sport further increase these opportunities.

STEM teacher to up-skill and engage students across the Community of Schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$10,411 – Staffing \$1,914 – Flexible Funding	Student PLP's monitored, indicate expected learning progress and tracked on PLAN.
Quality Teaching, Successful Students (QTSS)	\$711	Teachers have engaged in reflective practice conversations and adjusted teaching programs to address student point of need.
Socio–economic background	\$8,569	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	\$8,952	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.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	7	3	3	1
Girls	4	3	5	4

Student attendance profile

School				
Year	2015	2016	2017	2018
K		81.8	77.3	94.8
1	90.7	76.7	91.7	90.6
2	97.7	85	78.4	91.7
3	96.9		94.3	
4	100	93.2		80.6
5		93.2		
6	91.9			
All Years	94.3	86.8	85.1	88.7
State DoE				
Year	2015	2016	2017	2018
K		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		94.1	
4	94	93.9		93.4
5		93.9		
6	93.5			
All Years	93.9	94	94.1	93.5

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

The Australian Education Regulation requires schools to report on the Aboriginal composition of their workforce. In 2018, there were 0 Aboriginal staff members working at Mallowa Public School.

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 Writing and developing Multi Stage units of work aligned to the 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 attended courses in Developing and Managing the Total School Budget, Effective Reading in the Early Years and Teaching Visual Literacy and Film Making.

There are currently no beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at 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	77,511
Revenue	347,993
Appropriation	340,129
Sale of Goods and Services	-700
Grants and Contributions	7,435
Gain and Loss	0
Other Revenue	0
Investment Income	1,129
Expenses	-334,840
Recurrent Expenses	-334,840
Employee Related	-310,915
Operating Expenses	-23,925
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	13,153
Balance Carried Forward	90,664

The school's finances are monitored regularly by the Principal, SAM and staff. The school continues to invest in teachers to address literacy and numeracy.

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	278,117
Base Per Capita	1,547
Base Location	10,715
Other Base	265,856
Equity Total	29,846
Equity Aboriginal	8,952
Equity Socio economic	8,569
Equity Language	0
Equity Disability	12,326
Targeted Total	0
Other Total	22,528
Grand Total	330,492

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.

Mallawa Public School had a cohort too small to report on during 2018 in Yr 3 and Yr 5.

Mallawa Public School had a cohort too small to report on during 2018 in Yr 3 and Yr 5.

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.

Mallawa Public School had a cohort too small to report on during 2018 in Yr 3 and Yr 5.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about the school. In 2018 the school community were asked questions which helped determine our future focuses and goals. The feedback received has driven the school's priorities in Literacy and Numeracy, Student well-being and future focused learning.

Policy requirements

Aboriginal education

Mallawa Public School received Aboriginal background funding in 2018. These funds were used to support Aboriginal students in the school. We also embed Aboriginal cultural perspectives into all curriculum areas.

Multicultural and anti-racism education

At Mallawa Public School, teaching and learning programs are culturally inclusive. All students participated in Harmony Day activities as a celebration of our cultural diversity. Students are taught the importance of having cultural respect for everyone who calls Australia home.