

# Pallamallawa Public School

## 2019 Annual Report



2827

## Introduction

The Annual Report for 2019 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.

### School contact details

Pallamallawa Public School  
Centre Street  
PALLAMALLAWA, 2399  
[www.pallamalla-p.schools.nsw.edu.au](http://www.pallamalla-p.schools.nsw.edu.au)  
[pallamalla-p.school@det.nsw.edu.au](mailto:pallamalla-p.school@det.nsw.edu.au)  
6754 9209

### Message from the school community

This year has been a successful year for the Pallamallawa Public School P & C with a lot of new parents becoming involved. I must admit the meetings have been enjoyable and I appreciate your willingness of parents to become involved.

The P & C have achieved a fair bit for the small group. Funding to name a few: the blinds in the Junior classroom, swim school travel, presentation night awards. The Colour Explosion fun run held in Term 4 was a great success. Well done to everyone involved. The school raised over \$2000 which is great effort considering we are in the worst known drought around here. The prizes have arrived and have been handed out.

Due to the drought this year we were unable to run our major fundraiser, the camp draft. Hopefully we can get back into it next year or 2021.

The money the P & C raises goes back into benefit our students and the school so please consider getting involved in the P & C next year as we have a big year ahead of us. The Variety Bash is visiting in May and hope to cater for about 300 bashers for breakfast. Extra activities can raise money by doing other things such as stalls or raffles. Then in mid-May we have the Royal Flying Doctors Rally stopping at the school for lunch. This will happen over a few hours as the cars roll in. The P & C will provide lunch, sell other things to them and send them on their way. The Royal Flying Doctors have also very generously donated money to the school for an excursion. This allowed for the students to travel to Lightning Ridge in Term 4 and from all reports was a great day.

I would like to thank my Executive team for their support along with the canteen coordinator who also stepped up to sort the uniform shop.

This will be my last year as P & C President. Josh will finish at Pally next year and I will step down. It is a time for a changing of the guard and I encourage parents to become involved and step up next year.

Finally, from my family to your families have a wonderful 2020 and I look forward to working with you supporting our school next year.

Kevin Rigby

Pallamallawa Public School P & C President

## 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 enrollment of 28 students, 21% 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

On 05/09/2019 our school participated in external validation. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence. Pallamallawa Public School strives for improved performance for every student and every teacher. Through regular assessment, monitoring of data the school is able to make informed decisions regarding learning opportunities where every child is known, valued and cared for.

Teaching staff met regularly and through a collaboration process agreed on 6 evidence sets. A team of the Teaching Principal and K–2 classroom teacher/EaFS Assistant Principal met and identified evidence that could support each set. All staff were then involved in the process of collecting evidence with the Teaching Principal collating the evidence. The School Excellence Framework was used to identify and guide future decisions. Regular discussion at staff meetings allowed staff to contribute the external validation process.

### Learning

The results of this process indicated that in the School Excellence Framework Domain of Learning: Pallamallawa Public School is delivering.

At Pallamallawa Public School, we are developing a school culture strongly focused on learning and high expectations for all students. Teachers are committed to delivering high quality programs that meet individual learning needs of students through a differentiated curriculum. Teachers collect evidence of learning and use it to inform planning. School wide assessment, monitoring and reporting are informative. The Early Action for Success, and L3 programs provide quality differentiation within the culture of developing the foundation of skills in literacy and numeracy in Early stage 1 and Stage 1. These programs are followed up and continued throughout whole school supporting the needs of all students. The school is strongly focused on learning starting with the 'Jumpstart' Transition Program. The early experiences, knowledge and skills sets the path for individual learning. There is a planned approach to wellbeing so that everyone, students and staff, is respected, responsible and has success. The PBL program is focused on students and staff creating a learning environment where students have clear expectations and safe learning environment. The whole school community celebrates regular attendance.

### Teaching

The results of this process indicated that in the School Excellence Framework Domain of Teaching: Pallamallawa Public School is delivering.

Teachers at Pallamallawa Public School are committed to focusing on effective, evidence based, and explicit teaching practice aligned to the school plan. Teachers engaged in professional learning building their capacity, ensuring that teaching and learning programs were reflective of the school's strategic directions; curriculum requirements and teaching practices effectively meeting student-learning needs. Teachers collaborate regularly sharing curriculum knowledge, responding to assessment data and feedback supported by the Early Action for Success, Assistant Principal. The Early Action for Success Assistant Principal Instructional Leader assists teachers understand and work through the Literacy and Numeracy Progressions to inform teaching practice. Continued Professional Learning in STEM is supporting staff to implement effective teaching STEM practices. All teachers at Pallamallawa PS have undertaken Professional



Development Plans. A whole school approach has been implemented to support teachers to improve practice. Professional learning and mentoring have allowed teachers to build capacity and monitor their development in specific areas.

## **Leading**

The results of this process indicated that in the School Excellence Framework Domain of Leading: Pallamallawa Public School is delivering.

At Pallamallawa Public School teachers are committed to the development of leadership skills. Through organisational structures and systems, ongoing whole school improvement supports improved teacher leadership capacity. Shared leadership roles and a culture of high expectations effectively allows the school to improve planning, teaching and learning practices. Management processes and practices are effective, developed, reviewed and refined in response to feedback. School resources are strategically provided to engage students and have impact on student outcomes. The school has a well-maintained learning environment. Technology is a focus and is effective and accessible to staff and students. The whole school environment is well resourced and administrative and management practices allow the school to improve and meet whole school and community expectations.

## 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.

### Improvement Measures

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.

L3 Data and in school data indicates that the majority of students achieve at or above stage level.

Improve average NAPLAN performance based on value added data.

### Progress towards achieving improvement measures

#### Process 1: School Excellence

Deep engagement of DoE School Excellence Framework and Australian Professional Standards to guide high quality teacher professional Learning.

Evaluation	Funds Expended (Resources)
<p>During Term 3 Pallamallawa Public School submitted the Evidence for the External Validation.</p> <p>The Leadership team met with Peer Principal Panel to discuss our evidence/ judgments about the School's on going self assessment practices using the School Excellence Framework.</p> <p>Pallamallawa PS successfully demonstrated the process of continuing improvement and the next steps.</p>	<p>Casuals employed to release Staff to prepare and complete External Validation submission.</p>

#### Process 2: Literacy and Numeracy Achievement

Continuation of Early Action for Success and training for all staff to implement Literacy and Numeracy progressions.

Evaluation	Funds Expended (Resources)
<p>EAFS Assistant Principal Instructional Leader appointed Term 1.</p> <p>EAFS AP Instructional Leader supports staff and students in literacy, numeracy and progressions whole school.</p> <p>L3 continues to be a focus K–2. Teacher trained in L3 Early Stage 1, with all K–2 staff now trained and delivering L3.</p> <p>The L3 program supports student learning with 90% of students at or above grade level.</p> <p>Staff trained in delivery of new programs spelling (<i>Smart Spelling</i>) and numeracy (<i>Stepping Stones</i>).</p>	<p>Funds combined from Socio-economic Background, Low Level adjustment for disability and Aboriginal Background to support:</p> <p>Casual Teacher employed to release EAFS AP Instructional Leader 1 day per week.</p> <p>Casual Teacher to release Ms Buckley for Professional Learning for L3 Early Stage 1.</p> <p><i>Smart Spelling</i> and <i>Stepping Stones</i> (Numeracy) whole school program purchased.</p>

**Process 3: Transition for Kinda and New Students**

Transition for Kinda students with intensive foundation program. Transition program developed for new students starting at Pallamallawa.

Evaluation	Funds Expended (Resources)
<p>11 students completed '<i>Jumpstart</i>' Transition to school Kindergarten program. 10 students enrolled for 2020 that completed '<i>Jumpstart</i>' Transition Program.</p> <p>All '<i>Jumpstart</i>' students are socially ready for school, understand school routines and have a basic phonic and numeracy background.</p>	<p>Funds combined from Socio-economic Background, Low Level Adjustment for Disability and Aboriginal Background to support:</p> <p>Casual teacher 1 day per week, Aid 1 day per week.</p> <p>Resources for Transition Program.</p>



## 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.

### Improvement Measures

Wellbeing data and award records reflect a higher frequency of positive behavioural incidents with students demonstrating resilience, cooperation, care, fairness, and responsibility.

All staff collaborate with Community of Schools in developing units of work targeting quality teaching, high student engagement and increased teacher capacity.

100% of students participate in regular physical activities in school (Premier's Sporting Challenge)

### Progress towards achieving improvement measures

#### Process 1: Wellbeing

Implement an explicit wellbeing, resilience, social and emotional learning programs to build high expectations and student confidence and aspirations.

Evaluation	Funds Expended (Resources)
Through Positive Behaviour for Learning(PBL) and Wellbeing programs students confidently display the Pallamallawa Public School Core PBL traits of Respect, Responsibility and Success. PBL has provided students with a strong foundation to be positive and respectful learners. The well being programs are explicitly delivered weekly with all students and staff contributing to a safe learning environment. The PBL posters around the school encourage students to be responsible and active learners.	PBL Training for staff. Casuals employed.  Rewards for Attendance and PBL Program  Resources – PBL display signs

#### Process 2: Health

Build a comprehensive PD, Health and PE program to support students learning success and life beyond school.

Evaluation	Funds Expended (Resources)
Physical activity is a major focus at Pallamallawa Public School. Fundamental movement skills are timetabled four mornings a week, with 100% of students participating in all PE programs. The physical activity program support and assist students with beyond school and awareness of the importance to keep fit and eat healthy foods.  Health eating activities are timetabled to encourage students understand the benefit of eating healthy food.	Resources for sporting activities.  Premiers Sporting Fund assisted with sporting equipment.  School Sport Grants and P & C assisted with costs associated with Swim School.

#### Process 3: Attendance

Further development of an attendance strategy to support the regular attendance of every student, with particular focus on students at risk.

Evaluation	Funds Expended (Resources)
School Attendance Policy reinforced with the whole school community. Parents support students attending school everyday. Students respond to rewards for attendance.	Rewards for 100% and improved attendance.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$12,234	<p>Funds combined from Socio Economic, Aboriginal Background and Low Level Adjustment Disability funding and School funds – Principal funding, Professional Learning, etc. to support the following programs and provide casuals: Training for L3, PBL, Wellbeing, STEM, Rural and Remote, Transition to School.</p> <p>EAfS Assistant Principal Instructional Leader supported all staff throughout the year targeting Literacy and Numeracy.</p> <p>Transition program successful with 10 of the 11 students starting at Pallamallawa in 2020.</p>
<b>Low level adjustment for disability</b>	\$29,349	<p>Funds combined from Socio Economic, Aboriginal Background and Low Level Adjustment Disability funding and School funds – Principal funding, Professional Learning, etc. to support the following programs and provide casuals: Training for L3, PBL, Wellbeing, STEM, Rural and Remote, Transition to School.</p> <p>EAfS Assistant Principal Instructional Leader supported all staff throughout the year targeting Literacy and Numeracy.</p> <p>Transition program successful with 10 of the 11 students starting at Pallamallawa in 2020.</p>
<b>Socio–economic background</b>	\$59.702	<p>Funds combined from Socio Economic, Aboriginal Background and Low Level Adjustment Disability funding and School funds – Principal funding, Professional Learning, etc. to support the following programs and provide casuals: Training for L3, PBL, Wellbeing, STEM, Rural and Remote, Transition to School.</p> <p>EAfS Assistant Principal Instructional Leader supported all staff throughout the year targeting Literacy and Numeracy.</p> <p>Transition program successful with 10 of the 11 students starting at Pallamallawa in 2020.</p>
<b>Support for beginning teachers</b>	Casual 1 day per week. Term 2– Term 4.	Beginning teacher successfully completed first year of teaching at Pallamallawa Public School.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	15	11	14	14
Girls	14	11	16	12

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	85.8	90.7	97.3
1	92	96.1	92.8	97.3
2	93	91.4	86.5	96.2
3	89.3	92.1	87.6	95.1
4	97	87.5	91.9	93.4
5	93.2	93.6	89.1	91.8
6	90.2	88.1	90.9	73.3
All Years	92.7	91.1	90	92.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

All staff at Pallamallawa Public School participated in Professional Learning sessions, online modules, webinars, meetings, and conferences. Mandatory training for all staff in Code of Conduct, CPR, Emergency Care and Child Protection. occurred throughout the year.

Funds supported training in L3 Early Stage 1; the EAfS Assistant Principal Instructional Leader induction, meetings, training and conferences; STEM conferences and training; NAPLAN online training; training for SAM/Principal in Finance; Staff External Validation Training; Rural and Remote Conference/Meetings.

The EAfS Assistant Principal Instructional Leader also supported staff in literacy, numeracy and progression training.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	187,294
<b>Revenue</b>	703,737
Appropriation	690,595
Grants and contributions	11,469
Investment income	1,672
<b>Expenses</b>	-662,428
Employee related	-568,710
Operating expenses	-93,718
<b>Surplus / deficit for the year</b>	41,308

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.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	101,285
Equity - Aboriginal	12,234
Equity - Socio-economic	59,702
Equity - Language	0
Equity - Disability	29,349
<b>Base Total</b>	486,918
Base - Per Capita	7,039
Base - Location	11,946
Base - Other	467,932
<b>Other Total</b>	56,900
<b>Grand Total</b>	645,103

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

### Literacy

Due to the small cohort in Literacy Years 3 and Years 5 at Pallamallawa Public School prevents disclosure of specific data. Parents of students have been advised of their child's results.

### Numeracy

Due to the small cohort in Numeracy Years 3 and Years 5 at Pallamallawa Public School prevents disclosure of specific data. Parents of students have been advised of their child's results.

## Parent/caregiver, student, teacher satisfaction

Pallamallawa Public School seeks feedback from the parents, students and teachers about the school culture and effectiveness.

Feedback included:

Parents continue to be supportive of the school and acknowledge the school works towards supporting individual students.

The L3 K-2 Program is well supported. 100% of parents see the benefits and express the desire for the program to continue.

100% of parents fully support the successful Kindergarten transition 'Jumpstart' program and to be extended in the future depending on funding.

The Pallamallawa PS 'Wellbeing' Program is supported by parents. The PBL program is seen as important for students, staff and parents.

Parents understand the value of technology and support staff in the delivery of STEM, digital coding and other KLAs.







# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Pallamallawa Public School received Aboriginal Background funding in 2019.

Our plan included:

Supporting students in literacy and numeracy.

Extra Staffing assisting with L3 program K–2 and 3–6 students supported through extra staffing targeting literacy – reading and writing.

NAIDOC celebrated during Week 10 Term 2 with activities and experiences over a number of days.

Performance from local Gwenda Stanley sharing Aboriginal Culture.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Staff at Pallamallawa Public School have incorporated multicultural activities across all KLAs.

The School continues to maintain a focus on multicultural education 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 2019

The whole school celebrated Harmony Day.

Year 2–6 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.

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

## Other School Programs (optional)

### Public Speaking

The Pallamallawa Public School Annual Public Speaking Competition was held in Term 3. Students from 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 Joshua Rigby with an entertaining speech about his Grandmothers.

Stage Trophies were awarded to

Early Stage 1 – Stanley Valdal

Stage 1 – Jesse Rigby

Stage 2 – Jorga Saunders

Stage – Benjamin Hobday

