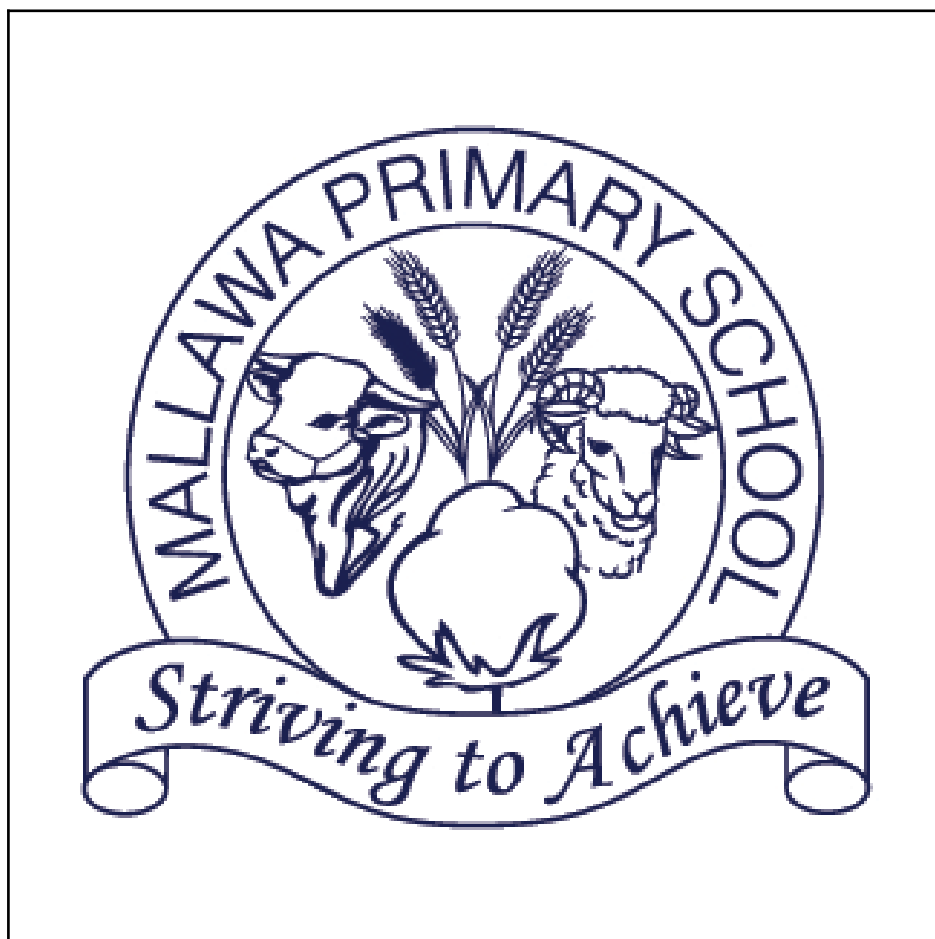


Mallawa Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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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

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 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.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

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.

All students can articulate their learning goals, self and peer evaluate and reflect on their learning.

NAPLAN data indicates that all participating students achieve at or above state level growth in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Program development and implementation of NSW Department of Education priorities through quality practices, high level expectations and professional learning.

Evaluation	Funds Expended (Resources)
Staff conversations led to enhanced collaborative practice which ensures syllabus provides a scaffold for effective differentiated learning. Community of Schools marking moderations have increased our capacity and understanding of syllabus knowledge and improvements in formative assessment and strengthening staff teaching capabilities.	

Process 2: Build educational alliances with rural and remote schools to implement future focused learning, with increased student engagement and enhanced teaching pedagogy.

Evaluation	Funds Expended (Resources)
Staff conversations and working collaborative with the STEAM teams initiative led to engaged students and innovative teaching programs focussed on project based learning. Increased understanding of technology to effectively create movies saw students and staff share increased opportunities to engage in Science, Technology, engineering and Mathematics.	

Next Steps

Our next steps are to analyse, implement programs and improve on the Barwon Cluster of School targets for 2022:

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

All staff collaborate with the 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)

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

Progress towards achieving improvement measures

Process 1: Staff review wellbeing resources and 'what's working well' from data and like schools.

Implement a wellbeing, resilience, social and emotional program to support student success and build resilience.

Explicit teaching will focus on self regulation, wellbeing and resilience to support learning success.

Evaluation	Funds Expended (Resources)
Staff led research saw a commitment to 'My Wellbeing Journal' program being purchased with the implementation phase across our Community of Schools starting in 2020.	

Process 2: Improving social competencies, positive self image through wellbeing, personal development, physical activity and involvement in community or school opportunities to support students healthy lifestyle choices.

Evaluation	Funds Expended (Resources)
With the implementation of weekly sports coach lessons 100% of students regularly participated and have improved their skills in a variety of sports. Student wellbeing has increased with our attendance data being above state average for 2019.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$10,672 – Staffing \$2,141 – Flexible Funding	All integration and low level adjustment for disability funds have been used to support students on 1:1 and in small group situations in 2019 to maximise their personal achievement.
Quality Teaching, Successful Students (QTSS)	\$1,281	Teachers have engaged in reflective practise conversations and adjusted teaching programs to address student point of need.
Socio–economic background	\$7,458	Students were provided with teaching experts in their respective fields and offered Sport and Music opportunities to increase participation, engagement and provide well rounded education opportunities.
Aboriginal background loading	\$6,714	Aboriginal and indigenous aspects have been embedded across the curriculum, particularly in English and History lessons. Extra teaching staff were also employed to support students in 1:1 and small group situations as part of the school's learning support approach in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	3	3	1	4
Girls	3	5	4	7

Student attendance profile

School				
Year	2016	2017	2018	2019
K	81.8	77.3	94.8	95.2
1	76.7	91.7	90.6	98.5
2	85	78.4	91.7	
3		94.3		92.8
4	93.2		80.6	95.6
5	93.2			97.9
All Years	86.8	85.1	88.7	95
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	
3		94.1		93
4	93.9		93.4	92.9
5	93.9			92.8
All Years	94	94.1	93.5	92.9

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)	0.14
Learning and Support Teacher(s)	0.1
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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

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 Actual (\$)
Opening Balance	90,664
Revenue	367,948
Appropriation	362,688
Sale of Goods and Services	200
Grants and contributions	4,110
Investment income	950
Expenses	-355,687
Employee related	-312,142
Operating expenses	-43,544
Surplus / deficit for the year	12,261

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 Approved SBA (\$)
Targeted Total	0
Equity Total	26,984
Equity - Aboriginal	6,714
Equity - Socio-economic	7,458
Equity - Language	0
Equity - Disability	12,812
Base Total	299,111
Base - Per Capita	1,173
Base - Location	9,751
Base - Other	288,187
Other Total	29,509
Grand Total	355,605

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.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2019 the school community were asked questions which helped determine our future focuses and goals. Students, parents and teachers of Mallowa PS indicated that they feel welcomed, well-informed and valued at our school. Additionally, parents understand and support the high expectations of the school in all areas. The feedback received has also driven the school's priorities in Literacy and Numeracy, student well-being and future focused learning.

In addition to this, the Principal spoke formally and informally with parents and members of the community about the school's reputation in the community and their satisfaction of current programs and initiatives. It is clearly evident that parents are very proud of their school and that they want the school to thrive into the future as an excellent small school for the students in our community.

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.

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.