

2020 Annual Report

Mallawa Public School



4262

Introduction

The Annual Report for 2020 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 vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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.

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

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

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)
<p>Question - Have we built a positive culture in our school supporting high quality learning and teaching?</p> <p>Data: NAPLAN data, teaching and learning programs, learning progressions (ALAN), teaching observations, internal student assessment data, student work samples (Writing) referencing individual goals.</p> <p>Analysis: Data indicates the use of the National Literacy and Numeracy Progressions (ALAN) for the sub-strand of creating texts was commenced with teacher training in Term 3. Initial placement of the students on the markers of the progressions in creating texts commenced in Term 3. Emphasis was place on teacher professional learning in order to be able to use the learning progressions.</p> <p>All students 3-6 can articulate their learning goals, self and peer evaluate and reflect on their learning in writing.</p> <p>NAPLAN data indicates that due to fluctuating numbers of students and small cohorts it is difficult to use this external measure to demonstrate trends in growth in literacy and numeracy across time.</p> <p>Anecdotally, students, parents and staff indicate they feel very positive at our school.</p> <p>Implications- In 2021 with the new Strategic Improvement Plan the focus will be on further application of the National Literacy and Numeracy Progressions using ALAN to track student growth and attainment. Initial work will focus on the sub-strand of creating texts where all students will be monitored and tracked at regular intervals. Further teacher professional learning will be pursued to enable our teachers to use all sub-strands of the Literacy and Numeracy Progressions. The impact of this learning will be monitored closely to ensure consistency of judgement.</p> <p>In 2021, further evidence-based teaching practices (e.g. goal setting) will be developed for literacy and numeracy. A Personalised Learning Plan (PLP) Process will support the negotiation and achievement of each students individual goals.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Progress towards achieving improvement measures

In 2021, the school will develop a K-6 assessment schedule using internal and external measures (e.g. PAT) to assess individual student improvement and monitor success. This assessment schedule will be formative and summative.

The Strategic Improvement Plan 2021-2024, will monitor and seek feedback on school success, positivity and belonging.

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)
Due to restrictions around COVID, it has been difficult for the Barwon Community of schools to collaborate on the projects outlined for 2020. An online zoom professional development was established in Term 4, 2020 where teachers participated and updated their teaching practice.	

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)
<p>Question: Have we built a culture where students feel a strong sense of belonging to the school?</p> <p>Data: Anecdotal data and records, attendance records, suspension records and learning and support team minutes, teaching and learning programs, personalised learning plans and merit award systems.</p> <p>Analysis: Data indicates the implementation and monitoring of the merit award system was regularly tracked. Awards reflected student achievement demonstrating resilience, cooperation, care, fairness and responsibility.</p> <p>Attendance records were regularly monitored in conjunction with the HSLO. The school tracks and monitors all student welfare.</p> <p>Implications: Tracking and monitoring of the merit award system will continue.</p>	

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)
<p>Due to COVID restrictions, implementation of the teacher professional learning program was halted.</p> <p>All students participated in regular physical activity in school with external providers and teaching staff.</p> <p>Students will continue to participate in regular physical activities accessing Sporting Schools Program and external providers where possible.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$10,938 - Staffing \$2,255 - flexible used for staffing	Funding used in conjunction with other funding sources to hire a second teacher for an additional 0.47 days (a total of .8) to provide individualised support to students in literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	Staffing \$1,641	Funding used in conjunction with other funding sources to hire a second teacher for an additional 0.47 days (a total of .8) to provide individualised support to students in literacy and numeracy.
Socio-economic background	\$12,754 Staffing	Funding used in conjunction with other funding sources to hire a second teacher for an additional 0.47 days (a total of .8) to provide individualised support to students in literacy and numeracy.
Aboriginal background loading	\$2,949 Staffing	Funding used in conjunction with other funding sources to hire a second teacher for an additional 0.47 days (a total of .8) to provide individualised support to students in literacy and numeracy.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	3	1	4	5
Girls	5	4	7	7

Student attendance profile

School				
Year	2017	2018	2019	2020
K	77.3	94.8	95.2	99.4
1	91.7	90.6	98.5	90
2	78.4	91.7		100
3	94.3		92.8	
4		80.6	95.6	95.8
5			97.9	97.8
6				100
All Years	85.1	88.7	95	96.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5		92
3	94.1		93	
4		93.4	92.9	92
5			92.8	92
6				91.8
All Years	94.1	93.5	92.9	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	102,925
Revenue	419,959
Appropriation	405,816
Grants and contributions	13,850
Investment income	293
Expenses	-396,844
Employee related	-330,086
Operating expenses	-66,758
Surplus / deficit for the year	23,116
Closing Balance	126,041

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	28,897
Equity - Aboriginal	2,949
Equity - Socio-economic	12,754
Equity - Language	0
Equity - Disability	13,194
Base Total	314,018
Base - Per Capita	2,646
Base - Location	12,052
Base - Other	299,321
Other Total	38,441
Grand Total	381,356

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Engaging our parents meaningfully in the life of the school is an ongoing process and included in Strategic Direction 1 of the 2021-2024 Strategic Improvement Plan.

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.