

# 2021 Annual Report

## Pallamallawa Public School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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Pallamallawa Public School

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## School vision

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, 20% of whom identify as Aboriginal. Our school Family Occupation and Education Index (FOIE) is currently 156 and is rising toward 169 in 2021.

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 has been involved in the Early Action for Success (EAFS) strategy since 2018. This strategy is led by an Instructional Leader. Additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for all students in Kindergarten to Year 6.

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. Our school enjoys a number of excellent facilities that are shared with the community. We have access and share tennis courts, cricket nets, football field and playgrounds which are located in or near the school.

Current staffing includes: Teaching Principal, AP Instructional Leader, 2 Classroom Teachers and a part time Learning and Support, RFF Teacher, School Administration Manager (SAM,) Part time General Assistant (GA).

Allocated teaching staff - 2.626. (2.5 teachers). Allocated SASS - SAM 0.896 (4 days per week using additional funds for 1 other day per fortnight) GA- 1 day per week.

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.

This Strategic Improvement Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions. These are Student Growth and Attainment, Excellence in Learning, Leading and Teaching and Informed, Involved and Supportive Community.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in Literacy and Numeracy we will engage in feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement through whole school tracking.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy
- Attendance

### Resources allocated to this strategic direction

**Early Action for Success (EAfS):** \$26,000.00  
**COVID ILSP:** \$7,014.35  
**Literacy and numeracy:** \$500.00  
**Socio-economic background:** \$28,900.00  
**Low level adjustment for disability:** \$3,000.00  
**Location:** \$5,000.00  
**Aboriginal background:** \$11,000.00  
**School support allocation (principal support):** \$2,000.00

### Summary of progress

#### Reading

In 2021 syllabus content in literacy programs including assessment was audited and found to have some gaps in programs which reflected in assessment outcomes. Staff developed a whole school Literacy strategy/ plan (Effective Reading Strategies and L3 (modified); Synthetic Phonic program; SMART Spelling program) and assessment schedule that embedded the use of formative data collection using the Literacy progressions to assess student progress and inform teaching practice and interventions for student needs in reading, which will facilitate change in teacher practice. All K-6 classes and teachers teachers were part of the Intensive Support Model Project in the area of need \_Comprehension- Inferential. Using the Digital Learning Resources Hub (DLRH) lessons were embedded into teaching and learning programs and scope and sequences. Assessments indicated that more than 90% of students improved in the focal area.

Professional Learning based on data skills and use, staff analysed data from SCOUT, PLAN 2 Progressions to identify areas of need in Literacy. Instructional Leader and Learning and Support (L&S) teacher were key in completing pre- and post testing to make adjustments to teacher delivery and implementation of new delivery methods. L&S sessions to assess student samples each fortnight developed and assessed at meetings.

#### **Improvement Measures for 2022 are:**

- Student data is effectively collated as a whole school collaborative exercise to improve process and use of data to inform teaching
- Teaching programs modified to include specific targeted teaching areas using DRLH ( Universal Resource Hub ) as a source of truth to implement curriculum
- Analysis of internal and external assessments to be moderated as a whole school exercise to improve consistent teacher judgement

#### Numeracy

In 2021, all teaching staff audited syllabus content in mathematics programs including assessment and developed a whole school Numeracy strategy plan using Number Talks, Number Moves, Stepping Stones and online activities and formative and summative assessment schedule that embedded the use of data collection to plot the Numeracy progressions to assess student progress and inform teaching practice and interventions for student needs in numeracy, which will facilitate change in teacher practice.

Professional Learning based on PLAN 2, Progressions and Data Numeracy for teaching was established. Data walls with student progress was displayed so that areas of need were easily identified. Staff collaborated to develop stage

approaches to numeracy programs that include opportunity for ongoing formative assessments to inform practice.

**Improvement Measures for 2022 are:**

- Student data is effectively collated as a whole school collaborative exercise to improve process and use of data to inform teaching
- Teaching programs modified to include specific targeted teaching areas using DRLH ( Universal Resource Hub ) as a source of truth to implement curriculum
- Analysis of internal and external assessments to be moderated as a whole school exercise to improve consistent teacher judgement.

**Attendance**

During 2021 staff established a school attendance team to develop a whole school approach to be trending toward 100% this was developed through the Established school procedures utilizing Attendance Matters document.

The school in 2021 utilised 'Attendance Matters' to support effective implementation of Department of Education policy and a refinement of school procedures. This was supported by the Home School Liaison Officer.

Attendance rate has varied from 92.81% to currently 89.6%, however, strategies are being put in place to keep attendance rate above 90%.

**Improvement Measures for 2022:**

Ensure a tighter control on attendance analysis.

Improvement in strategies are needed to encourage attendance and engagement.

Regular notices in school newsletter and on digital media highlighting attendance percentages to encourage parent engagement.

**Progress towards achieving improvement measures**

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Reading</b>  20% of students achieve in the top 2 bands (or above) in reading.	The school met its system negotiated target for 2021 in reading.
<b>Numeracy</b>  20% of students achieve in the top 2 bands (or above) in numeracy.	The school has met its target for 2021.
<b>Growth</b>  Student growth in Reading and Numeracy is equivalent to state growth.	The school is working towards achieving its growth target. In 2021 there were no students in year 5. The school was unable to measure growth against NAPLAN.
<b>Attendance</b>  The school will achieve a minimum of 70% of students attending >90% in 2021.	The number of students attending greater than 90% of the time or more has increased by 50%..
<b>Personalised Learning Pathway</b>  All students have a Personal Learning Pathway (PLP) addressing student learning needs.	100% of students have a Personal Learning Pathway which addresses specific student learning goals. PLPs are updated once a term when needed and include participation of student, teacher and parent involved.

## Strategic Direction 2: Excellence in Learning, Leading and Teaching

### Purpose

To enable our teachers and school leaders to demonstrate a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence based teaching and Leadership

### Resources allocated to this strategic direction

**Socio-economic background:** \$7,500.00

**Professional learning:** \$5,500.00

**Early Action for Success (EAFS):** \$2,500.00

**Low level adjustment for disability:** \$11,000.00

### Summary of progress

Through Learning Support meetings the leadership team invested in an instructional leadership approach, regularly used student progress and achievement data to inform key decisions such as resourcing an implementation of new programs or initiatives. Reviewed the curriculum and revised teaching practices and differentiated learning programs to meet the needs of learners, based on evidence of student progress and achievement. Explicit teaching was the main practice used in the school, reflecting the current evidence base.

Leadership team decided on PL that will improve in the areas identified through the School Excellence Framework self assessment and considered how the school will maintain key practices to ensure ongoing performance. Instructional Leader presented to all teaching staff evidence-based data through analyzing NAPLAN, internal and external assessments, work samples, videos of student learning performance.

PL in Performance Development Performance (PDP) process was used to create, implement and support all staff in setting learning improvement goals and development. Included in this was 'Australian Professional Standards for Teachers' Handbook and classroom observation forms and SIP Regular and ongoing classroom observations and meetings as discussed with staff provided rigorous self evaluation opportunities for ongoing self evaluation and reflection to build and improve high expectations and teacher capacity. Both Teaching Principal and Early Career Teacher participated in the Early Career Teacher Day, providing the teacher with knowledge, skills and guidance.

### Future Directions

High Impact Professional Learning (HIPL) Guides PDP development and implementation processes.

### ISM Project

All teaching staff participated in data skills PL to increase knowledge, understanding and use to inform planning for explicit teaching practice. Teachers were then able to use this to provide learning which targeted individual student needs. Staff participated in on line PL in Effective Reading: Phonological Awareness, Phonics and then utilised the tools learnt to assess students abilities and compare Best Start and PLAN2 data.

The Intensive Support Model (ISM) Project. within the Barwon COS supported all staff to develop deeper understandings of a targeted approach to improve teaching by utilising the Universal Resource Hub as a guided practice for improved curriculum delivery.

- All staff agreed on a PDP process and implemented it in Term 1. Self evaluation took place at end of Terms 2 and lesson observations were completed by supervising teacher and DEL.
- Teaching staff delivering current teaching and learning programs that encompassed shared programming and organisation.
- Student assessment data is now collated in a central location and is referred to and monitored consistently.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>The leadership team regularly uses student progress and achievement data to inform key decisions.</p> <p>Executive, staff, stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.</p> <p>Explicit teaching is the main practice used in the school, reflecting the current evidence base.</p>	<p>The leadership team regularly collaborated and used student progress data to inform key decisions.</p>
<p>The leadership team ensures that the teacher performance and development policy implemented in a culture of high expectations for every staff member.</p>	<p>Performance Development Performance (PDP) process is used to create, implement and support all staff to set learning improvement goals and development.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• SEF element: Teaching Domain- Data Skills and Use- Delivering</li> <li>• SEF element: Teaching Domain - Learning and Developing- Delivering</li> <li>• SEF: Teaching Domain: Effective Classroom Practice- Delivering</li> </ul> <p><b>Leading</b></p> <ul style="list-style-type: none"> <li>• SEF element- Leading Domain: Educational Leadership- Delivering</li> </ul>	<p>The school has assessed itself in 2021 at delivering for the Targeted SEF elements in the Teaching and Leading Domains.</p>



### Strategic Direction 3: Informed, Involved and Supportive Community

#### Purpose

To work collaboratively with the wider community to ensure the continued growth and development of the school.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Community Partnerships and Communication

#### Resources allocated to this strategic direction

**Location:** \$1,500.00

**Socio-economic background:** \$14,000.00

**QTSS release:** \$5,269.55

**Professional learning:** \$2,000.00

**Per capita:** \$4,000.00

**Aboriginal background:** \$2,500.00

#### Summary of progress

Parent and Community participation and engagement in the school was tracked in a planned and strategic way using collection data on different activities and events e.g. assemblies, sporting days, volunteering, social media platforms. All staff, parents, and community work collaborative with open communications to build positive relationships. Inter-school relationship and participation with Gravesend PS and Croppa Creek PS of shared lesson observations, programming evaluation and PDP tracking for effectiveness and building staff capacity across the network was limited due to COVID - 19 DoE rules.

Teaching staff regularly attended Barwon Small Schools meetings via ZOOM to build learning alliance. Relationships established to support STEAM project with the schools. All the progress measures for this year will be carried forward to next year. Professional Learning in areas across the school's future focused direction are provided during the next 4 years.- Science Syllabus, Ozobots, Minecraft., Film Making.

#### Barwon COS

Shared lesson observations, programming evaluation and PDP tracking for effectiveness and building staff capacity across the network has been limited in proceeding due to COVID lock down. We were not able to progress towards meeting this target

Teaching staff regularly attended Barwon Small Schools meetings to build learning alliance. Relationships established to support STEAM project with the schools. Funding allocations were spent implementing and evaluating the ISM project that Barwon CoS participated in. Professional learning centered around on going data skills and use.

#### Future Directions

Professional Learning in areas across schools future focused direction are provided during the next 4 years.- Science Syllabus, Ozobots, Minecraft., Film Making. Professional learning provided in Minecraft and Project based learning.

All the progress measures for this year will be carried forward to 2022.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Parent and Community participation and engagement in school is tracked in a planned and strategic way using collection data on different activities	In 2021 the school developed and implemented a structured approach to collecting parents and community data for whole school improvement.

<p>and events eg. assemblies, sporting days, volunteering, social media platforms.</p>	
<p>Inter-school relationship and participation with Gravesend PS and Croppa Creek PS of shared lesson observations, programming evaluation and PDP tracking for effectiveness and building staff capacity across the network.</p> <p>Teaching staff regularly attend Barwon Small Schools meetings to build learning alliance. Relationships established to support STEAM project with the schools.</p> <p>Professional Learning in areas across schools future focussed direction are provided during the next 4 years.- Science Syllabus, Ozobots, Minecraft., Film Making.</p>	<p>School based target for Inter school professional development was not achieved in 2021.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$50,400.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pallamallawa Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Evidence based teaching and Leadership</li> <li>• Reading</li> <li>• Effective Community Partnerships and Communication</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through PL to support student learning</li> <li>• additional staffing to implement PL to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being provided with the opportunity to build on lifelong learning. The employment of a fourth teacher four days a week enhanced learning opportunities, provided ongoing consistent support and assisted students in their learning in literacy, numeracy and other Key Learning areas. Extra staff also supported students with learning difficulties in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ a fourth teacher or a SLSO for 2022 to ensure ongoing support for all students. Our extra curricular learning programs have increased student engagement and confidence in the particular areas of Literacy and Numeracy.</p>
<p>Aboriginal background</p> <p>\$13,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pallamallawa Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> <li>• Effective Community Partnerships and Communication</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employed a fourth teacher to support students with Literacy and Numeracy programs. Analysis and evaluation of all data showed that the small group and individual interventions has been implemented well in literacy for kindergarten, Year 1, 2 &amp; 3 with some amazing results. All students achieved improved student outcomes as shown in data backed evidence.</p> <p>Literacy data indicates 80% of the targeted students are on track to reach personal learning goals based on literacy assessments and progressions this semester 2. A further 20% have continued to make some progress , however, COVID-19 lock down indicates these students will require</p>

<p>Aboriginal background</p> <p>\$13,500.00</p>	<p>additional support, particularly in the area of sound, phonics and reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The addition of fourth teacher contributed positively toward improving students outcomes Literacy and Numeracy. also allowed classroom teacher time off class for important professional learning in these areas of need. Analysis and evaluation of all data showed that the small group and individual interventions has been implemented well in literacy for kindergarten, Year 1, 2 &amp; 3 with some amazing results. all students achieved improved student outcomes as shown in data backed evidence. Continued implementation of literacy and numeracy targeted focus areas for students.</p> <p>Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time this information to be shared between Instructional Leader, COVID L&amp;S teacher and classroom teacher.</p> <p>Plan additional intervention for identified students not yet meeting their learning goals.</p> <p>Ensure professional learning will be undertaken to enable consistent delivery of effective practice next term. Evaluate the impact of teaching and learning. This will include embedding student data and focusing on differentiation of learning in literacy and numeracy of small group and individualized teaching in classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$14,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Pallamallawa Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence based teaching and Leadership</li> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of fourth teacher 4 days per week through ISM project</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Consistent support for K-6 students who require learning support needs in literacy and numeracy. Opportunities for students to work in a one-to-one or small group learning environment to help ensure achievement of learning outcomes. Learning opportunities for K-2 student to hone their technology skills through small group computer sessions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Ongoing employment of a teacher in 2022 to continue learning support for student with learning disabilities. Through participating in the ISM project teachers learnt to delve deeper into the data and locate greater areas of need and learn to address these key learning areas.</p>
<p>Location</p> <p>\$6,500.00</p>	<p>The location funding allocation is provided to Pallamallawa Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Effective Community Partnerships and Communication</li> </ul> <p><b>Overview of activities partially or fully funded with this operational</b></p>

<p>Location</p> <p>\$6,500.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• Transition to school 'Jumpstart' Program for 20 weeks duration.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students having the opportunity to attend all school excursions. All students attending inter-school excursions with neighboring school. Sporting opportunities were given to students through specialised external teachers and people.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to be used to bridge any financial gap within the school to ensure all students have access to the same opportunities. Transition to school process developed effective and structured readiness processes and practices through: Informing staff of student readiness for school through planned and strategic literacy and numeracy initiatives: Developed core support for families as they transition children to school. Scaffolded and structured routines are embedded as a school readiness process for routine establishment. Students are ready to start school both academically and socially.</p>
<p>Literacy and numeracy</p> <p>\$500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Pallamallawa Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A developed school wide approach and process for embedding data practices in Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to use and evaluate a consistent proforma needed for pre and post testing to ensure consistency. Staff will investigate options moving forward and progress will be documented in meeting minutes.</p>
<p>Early Action for Success (EAfS)</p> <p>\$28,500.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Pallamallawa Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> <li>• Evidence based teaching and Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• lead professional learning opportunities available through the Literacy and Numeracy Strategy</li> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and</li> </ul>

<p>Early Action for Success (EAfS)</p> <p>\$28,500.00</p>	<p>teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</p> <p><b>The allocation of this funding has resulted in:</b> Continued implementation of literacy and numeracy targeted focus areas for students. Planned frequent analysis of student assessment and recording of data on PLAN2 and information was shared between Instructional Leader, COVID L&amp;S teacher and classroom teacher.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Plan additional intervention for identified students not yet meeting their learning goals. Ensure professional learning will be undertaken to enable consistent delivery of effective practice next term. Evaluate the impact of teaching and learning. This will include embedding student data and focusing on differentiation of learning in literacy and numeracy of small group and individualized teaching in classrooms. Teachers will continue to assess students against progressions using running records, observations, questioning and work samples for data in 2022.</p>
<p>QTSS release</p> <p>\$5,269.55</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pallamallawa Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Community Partnerships and Communication</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff developing the capacity to support staff collaboration by having additional release time to plan and develop teaching and learning activities. Assistant Principal Instructional Leader (APIL) was provided with additional release time to support classroom teachers and programs</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Due to the many responsibilities of teachers in a small school, this funding will continue to be used to support staff with extra release time for meeting with APIL, programming and planning.</p>
<p>COVID ILSP</p> <p>\$26,439.95</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Understanding Text - Comprehension</li> </ul>

<p>COVID ILSP</p> <p>\$26,439.95</p>	<p><b>The allocation of this funding has resulted in:</b>  Students who have demonstrated a delay in achieving learning outcomes during the impacts of COVID were given the opportunity to receive additional learning support time. This was delivered through one-to-one or small group tuition and provided revision and consolidation of previously learnt concepts in school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  One-to-one and small group tuition will be the strategy used to support learning needs of students K-6.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	14	14	10	6
Girls	16	12	20	16

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.7	97.3	95.4	84.8
1	92.8	97.3	90.3	88.8
2	86.5	96.2	94.8	88.2
3	87.6	95.1	82.6	90.6
4	91.9	93.4	91	90.9
5	89.1	91.8	80.1	
6	90.9	73.3	93.8	83
All Years	90	92.7	91.7	87.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.5

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	259,679
<b>Revenue</b>	775,225
Appropriation	765,312
Grants and contributions	8,938
Investment income	175
Other revenue	800
<b>Expenses</b>	-790,599
Employee related	-626,884
Operating expenses	-163,715
<b>Surplus / deficit for the year</b>	-15,374
<b>Closing Balance</b>	244,305

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	114,101
Equity - Aboriginal	18,362
Equity - Socio-economic	65,971
Equity - Language	0
Equity - Disability	29,768
<b>Base Total</b>	512,076
Base - Per Capita	7,396
Base - Location	12,629
Base - Other	492,051
<b>Other Total</b>	62,714
<b>Grand Total</b>	688,891

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, all students completed a school-generated survey that indicated their sense of belonging, their attitudes towards their learning and wellbeing. Most students indicated they were highly engaged and motivated to learn at school. This was evidenced by positive attitudes and effort applied in class, individual attendance rates, teacher observations in the classroom and playground and minimal behaviour incidents. 92% of our students who attended school for the whole year successfully achieved 94 % attendance.

Results from the six returned school-generated parent surveys mostly indicated a positive degree of satisfaction with the school and its teaching and learning programs. Parents agreed that the school is a safe place of learning for their children where they are encouraged and supported by staff. They also agreed that the school has a good reputation for learning, rewards student success and that their input assists in improving school planning and the education provided for their children.

The teaching staff state that they are highly motivated and committed to their roles within the school, and appreciate having the ability to work collaboratively as a team. They believe they have positive and productive relationships with their students and offer them a safe and supportive learning environment.

Additionally, during learning from home periods, staff regularly communicated with parents via phone conversations, receiving feedback about the learning programs we were delivering whilst students were learning from home. Parents were comfortable in reaching out to the school if their child/ren required support with learning during this time.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.