

2022 Annual Report

Pallamallawa Public School



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Introduction

The Annual Report for 2022 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

Pallamallawa Public School

Centre Street

PALLAMALLAWA, 2399

<https://pallamalla-p.schools.nsw.gov.au>

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

6754 9209

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 2023.

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. 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 - 3 teachers, APC&I- 1 day per week. 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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

Professional learning: \$4,000.00

Socio-economic background: \$32,400.00

AP Curriculum & Instruction: \$30,000.00

Low level adjustment for disability: \$21,000.00

Aboriginal background: \$11,000.00

Location: \$5,000.00

Summary of progress

Reading

In 2022, the school introduced the Multilit Program, a whole Literacy program incorporating spelling, phonics, reading, comprehension, grammar and writing across K-2 class. Initially teacher struggled with teacher three separate programs. Learning and Support teacher (LAST) worked and supported with teacher for first two terms to condense the three programs into two. Classroom teacher left at end of term 2 and LAST/Principal became classroom teacher and continued with Multilit.

Class 3-6 continued with literacy program incorporating targeted areas of need based on assessment results from Checkins and NAPLAN. Student data was analyzed at meetings and teaching programs were modified to include specific targeted learning areas using Universal Resource Hub for lessons to improve student outcomes.

Analysis of internal and external assessments were moderated as whole school process to improve consistent teacher judgment when plotting student outcomes in Literacy Programs across K-5.

Next Steps for 2023

Introduction of Curriculum Reform and New Syllabus literacy units of work in k-2 class.

Continue to:

- 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 2022, the whole school used effective data that was collated and analysed from NAPLAN and Check-in assessments to improve process and improve data informed teaching. From this, teaching programs were modified to include specific targeted teaching areas using resources and lessons from the Universal Resource Hub (URH) to improve student outcomes.

Analysis of internal and external assessments were moderated as whole school process to improve consistent teacher judgment when plotting student outcomes in Numeracy Programs across K-5.

Improvement Measures for 2023

Introduction of Curriculum Reform and New Syllabus Numeracy units of work in k-2 class.

Continue to:

- 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 attendance. The establishment of school procedures utilized 'Attendance Matters' document. The effective implementation of Department of Education policy and the support of Home School Liaison Officer to develop school procedures has seen the attendance rate has vary from 92.81% to currently 89.6%, however, strategies are being put in place to keep attendance rate above 90%

Next Steps for 2023:

Continue to:

- Ongoing analysis of attendance data.
- Liaise with HSLO in regards to strategies 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

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
Reading 2022 • Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 8% for Year 3 and 5, from systems negotiated targets.	The school met it's systems negotiated targets in reading for 2022.
Numeracy 2022 • Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 7% for Years 3 and 5, from system negotiated targets	The school met its systems negotiated targets for Mathematics in 2022.
Growth Student growth in Reading and Numeracy is equivalent to state growth.	The school is currently working toward achieving this result in 2022.
Attendance Attendance will be continuously monitored and an improvement of attendance rate will be at 94%	The number of students attending school is more than 92%, 95% of the time. This has increased from 2021.
Personal Learning Pathways demonstrate student goals and aspiration.	100% of students have a Personalized Learning Pathway which addressed specific student learning goals. PLP's are updated at end of each term when needed and meeting held with student, teacher, parent and external support personal.

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: \$9,000.00

Low level adjustment for disability: \$7,000.00

Professional learning: \$2,500.00

Summary of progress

In 2022, through the 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. The 'What Works Best in Practice' eight themes were embedded with Explicit teaching as the main practice used in the school, reflecting the current evidence base data.

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, Check-ins, 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 on going self evaluation and reflection to build and improve high expectations and teacher capacity.

Future Directions for 2023

Continue to:

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

The school will support staff to develop deeper understanding and use a targeted approach to improve teaching by utilizing and Universal Resource Hub 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
The leadership team will	The leadership team comprehensively analyzed student progress and

<p>comprehensively analyse student progress and achievement data for insights into student learning and discuss results with the whole staff.</p> <p>Teachers will engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages. This includes negotiated observations of classroom teaching practice, with feedback to improve professional knowledge and practice.</p> <p>Teachers will be skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain an breakdown knowledge.</p>	<p>achievement from data to evaluate and discuss results to plot on Literacy and Numeracy Progressions.</p>
<p>The leadership team will develop processes to collaboratively review teaching practices to affirm quality.</p>	<p>The leadership team developed processes to collaboratively review teaching practices to affirm quality programing and lesson by embedding "What Works Best in Practice themes. These were also reflected in lesson observations.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Teaching</p> <ul style="list-style-type: none"> • SEF element: Teaching Domain- Data Skills and Use- sustaining and Growing • SEF element: Teaching Domain - Learning and Developing- Sustaining and Growing • SEF: Teaching Domain: Effective Classroom Practice- Sustaining and Growing <p>Leading</p> <ul style="list-style-type: none"> • SEF element- Leading Domain: Educational Leadership- Sustaining and Growing 	<p>The school has assessed itself at sustaining and growing for the Targeted SEF elements in Teaching and Leading.</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

Per capita: \$5,558.96

Socio-economic background: \$12,000.00

Location: \$2,500.00

Professional learning: \$2,500.00

: \$0.00

QTSS release: \$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 worked collaboratively with open communications to build positive relationships. Inter-school relationship and participation with Gravesend PS and Croppa Creek PS of shared lessons on STEAM projects.

Teaching staff regularly attended Barwon CoS meetings via face to face and ZOOM to build learning alliances. 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 in a Scope and Sequence over 4 years. Professional learning centered around Literacy/ Mathematics, SCOUT Attendance and Assessment.

STEAM PL was provided for Microbits, Minecraft etc

Next Steps for 2023:

Professional Learning in areas across schools future focused direction are planned during the next 4 years in a Scope and Sequence. Film Making Professional learning and Project based learning Young Entrepreneurs Market Day ill be carried over to 2023.

All the progress measures for this year will be carried forward to 2022. Ongoing consultation with schools conducted via termly meetings with the Moree STEM Network and the Barwon Community of Schools to determine future directions.

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 data from observations, surveys, meetings, staff and student opportunities and experiences will show the impact on school culture and future learning direction participation of parents and community.	In 2022 the school developed and implemented a structured approach to collecting parents and community data for whole school improvement
Learning alliance relationships with other schools in established for	School based target for Inter school professional development was achieved in 2022.

professional learning, teaching and learning practices, planning, programming and evidence-based teaching. Students opportunities will include sports, STEAM etc.

Professional Learning in areas of school future focused direction in Project- Based Learning is provided over 4 years- STEAM. Project-Based Learning, 3D printing.

Shared performance development is implemented and the QRT model is used to support staff and school improvement.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$53,400.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Evidence based teaching and Leadership • Effective Community Partnerships and Communication • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Literacy and Numeracy program implementation. • professional development of staff through literacy and numeracy professional learning to support student learning <p>The allocation of this funding has resulted in the following impact: Students being provided with the opportunity to build on their learning. The employment of another teacher for 2 terms, five days a week enhanced learning opportunities, provided ongoing consistent support and assisted students in their learning in literacy, numeracy and other Key Learning areas. Employment of an SLSO for Term 3 & 4 also supported students with learning difficulties in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ another teacher or a SLSO for 2023 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. The addition of fourth teacher will contribute positively toward improving students outcomes Literacy and Numeracy, also allowing 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 & 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&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. Employment of an teacher or SLSO for all Terms and accessing COVID ILSP team for 2 terms will also support students with learning difficulties in 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>Aboriginal background</p> <p>\$13,500.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Effective Community Partnerships and Communication <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Employed another teacher for first 2 terms to support students with Literacy and Numeracy programs. Employed a SLSO to further support students with learning difficulties in last 2 terms. Accessed COVID ILSP team for targeted learning and support for students who required it. 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 & 3 with some amazing results. All students achieved improved student outcomes as shown in data backed evidence.</p> <p>Literacy data indicates 85% of the targeted students are on track to reach personal learning goals based on literacy assessments and progressions this semester 2. A further 15% have continued to make some progress. These students will require additional support, particularly in the area of sound, phonics and reading in 2023</p> <p>After evaluation, the next steps to support our students will be: Analysis and evaluation of all data showed that the small group and interventions has been successfully implemented in 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&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>\$28,000.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Evidence based teaching and Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention [COVID ILSP] to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Consistent support for K-6 students who required learning support needs in literacy and numeracy. Opportunities arose for students to work in a one-to-one or small group learning environment to help ensure achievement of</p>

<p>Low level adjustment for disability</p> <p>\$28,000.00</p>	<p>learning outcomes. Learning opportunities for K-2 students to hone their technology skills through small group computer sessions.</p> <p>After evaluation, the next steps to support our students will be: Ongoing employment of a teacher in 2023 to continue learning support for student with learning disabilities. Through participating in the COVID ILSP support, 99% of students showed improvement in Reading and Mathematics.</p>
<p>Location</p> <p>\$7,500.00</p>	<p>The location funding allocation is provided to Pallamallawa Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Effective Community Partnerships and Communication <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate incursion expenses <p>Transition to school 'Jumpstart' Program for 20 weeks duration.</p> <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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. Scaffold-ed 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>Professional learning</p> <p>\$9,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Pallamallawa Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Evidence based teaching and Leadership • Effective Community Partnerships and Communication <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning in interpreting NAPLAN, CheckIn and PLAN 2 data collections • Professional learning through Barwon CoS <p>The allocation of this funding has resulted in the following impact: Improved teacher understanding of future focus areas to teach to in Literacy and Numeracy. Improved teacher ability and understanding to use PLAN 2</p> <p>After evaluation, the next steps to support our students will be: Continue to use professional development in the areas of data skills in Literacy and Numeracy</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$4,000.00</p>	<p>improve teacher quality and enhance professional practice at Pallamallawa Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Community Partnerships and Communication <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Staff developing the capacity to support staff collaboration by having additional release time to plan and develop teaching and learning activities.</p> <p>After evaluation, the next steps to support our students will be: 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 programming and planning with future focus on the development of data skills and use.</p>
<p>COVID ILSP</p> <p>\$21,240.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing staff to provide online tuition to student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: Due to staff shortage PPS had no Learning & Support teacher so participated in the COVIDILSP Online. There were 3 groups for Literacy and 2 groups for Numeracy. PPS commenced this in Term2 Week 2 and finished Term 4 week 3. Literacy and Mathematic groups were determined by assessment and academically minded. literacy groups commenced in Term 2. Mathematic groups commenced in Term 3. There were 9 students in total who participated. There were 3 sessions per week. Analysis NAPLAN also determined the targeted content of each lesson. Analysis of Student outcomes during the program has seen huge positive improvement in Literacy (especially in Reading) and Numeracy. Huge growth and improvement learning outcomes in 95% of students who participated as shown in evidence section in Evaluations.</p> <p>After evaluation, the next steps to support our students will be: Continue with online small group tuition in 2023. Utilize SLSO to support targeted students in this process.</p>
<p>Per capita</p> <p>\$5,558.96</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Pallamallawa Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Community Partnerships and Communication <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Combined alliance of schools for SMART Home project.

<p>Per capita</p> <p>\$5,558.96</p>	<p>The allocation of this funding has resulted in the following impact: These funds have been used to support improved outcomes and the achievements of staff and students at Pallamallawa Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: Effective Community Partnerships and Communication</p> <p>After evaluation, the next steps to support our students will be: to continue to align with Barwon CoS for STEM activities and projects. Continue to build relationship with local communities and other communities eg. PCYC, support learning areas eg. OT, Speech pathologist</p>
<p>AP Curriculum & Instruction</p> <p>\$30,000.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • due to staff shortages Pallamallwa Public school did not engage with an AP Curriculum & Instructor <p>The allocation of this funding has resulted in the following impact: Due to being unable to employ a AP Curriculum & Instruction support teacher there was no impact or perhaps a negative impact for teachers and students.</p> <p>After evaluation, the next steps to support our students will be: For 2023 a teacher from PPS staff will be trained to become a AP Curriculum & Instruction who will then be able to support teachers and students in their classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	14	10	6	7
Girls	12	20	16	14

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.3	95.4	84.8	96.0
1	97.3	90.3	88.8	83.9
2	96.2	94.8	88.2	92.7
3	95.1	82.6	90.6	91.3
4	93.4	91.0	90.9	92.7
5	91.8	80.1		92.9
6	73.3	93.8	83.0	
All Years	92.7	91.7	87.7	92.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0		87.2
6	92.1	91.8	91.5	
All Years	92.8	92.0	92.5	87.5

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.94
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	195,148
Revenue	838,479
Appropriation	824,599
Grants and contributions	12,929
Investment income	951
Expenses	-669,471
Employee related	-530,605
Operating expenses	-138,866
Surplus / deficit for the year	169,008
Closing Balance	364,156

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	101,086
Equity - Aboriginal	13,771
Equity - Socio-economic	57,871
Equity - Language	0
Equity - Disability	29,444
Base Total	574,607
Base - Per Capita	5,559
Base - Location	11,367
Base - Other	557,681
Other Total	75,092
Grand Total	750,785

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.

Parent/caregiver, student, teacher satisfaction

In 2022, 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 5 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.

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 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

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.