Mallawa Public School
2010 Annual School Report

NSW Public Schools – Leading the way
Our school at a glance

Students

Our enrolment in Term 4, 2010 was 11 students, including 5 boys and 6 girls.

There was one multi stage class, consisting of all 11 students.

Staff

In 2010 our staff included a teaching principal and 1 part time teacher for learning support, library and RFF.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Mallawa Public School participated in a range of programs in 2010.

We received funding through the Building the Education Revolution (BER) for a new school library. This was completed in early 2010.

Our School Association provided the school with funds to pay for a teacher for half a day a week to provide additional learning support for all students.

We continued to participate in the Country Areas Program (CAP).

Student achievement in 2010

Year 3 and 5 students completed the NAPLAN tests in 2010.

Due to the small cohort of students at Mallawa Public School privacy protocols prevent disclosure of specific student data. Parents have been advised of student results.

Messages

Principal’s message

Mallawa Public School is a small rural school located 60 kilometres west of Moree. Students are drawn from the surrounding farms and properties.

The school provides a supportive and caring environment and encourages and challenges students to achieve their best in all areas of school. Our school is committed to improving the literacy and numeracy skills of all students as well as covering all key learning areas.

Mallawa Public School enjoys the support of parents and the wider community. The School Council and School Association are extremely active in their fundraising endeavours, providing funds for extra curricula activities for students.

2010 has been another exciting year for Mallawa Public School. We have been involved in many different activities and programs and the students have performed well in all areas.

Our new library was finished in early 2010 and was funded through the Building the Education Revolution (BER). With several working bees with parents we were able to move all books and resources into the new library. It is a great place to learn!

Mallawa Public School finally received its Smartboard and video conferencing facilities. Our internet was upgraded to broadband and we no longer rely on satellite for internet access. The Smartboard and video conferencing facilities were installed in the classroom in late Term 3 and have been used consistently since then. Teachers received 2 days of training in the new technology and an information session was held for parents.

We hosted the annual Quad Schools Athletics Carnival in 2010 with Bellata, Bullarah and Rowena schools attending. The day was a great success and Mallawa won the shield for the third time in 5 years. Thank you to the School Association for catering on the day and their help in setting up and cleaning up after the day.

I certify that the information in this report is the result of a rigorous school self-evaluation process.
and is a balanced and genuine account of the school’s achievements and areas for development.

Nicole Humphreys
Principal

School Council message

This year has been an excellent and extremely busy year. Our numbers at Mallawa have remained steady with 11 students ranging from Kindergarten to Year 6.

We have been very lucky to employ Shelli Morse for an extra day this year. She has been a valuable member of staff and we all appreciate the hard work and effort that she puts into the students.

Our School Association has again worked brilliantly with our President Kate Robinson, Treasurer Kate Mulligan and Secretary Nicola King. We have had a most successful and profitable year.

Our major fundraiser was our bi-annual Mystery Auction which was held in August. We exceeded all expectations and raised in excess of $30,000 which amazed us all - particularly as we did not have a major sponsor this year - and in these tough economic times the generosity of the business houses in Moree was phenomenal.

We also hosted the Quads Schools Athletics Carnival and catered for the day.

Funds raised by the School Association have enabled us to employ Shelli Morse for half a day per week for the year. This has been invaluable in regard to extra learning support, gifted and talented programs and special one on one time for Kinder students. We have also employed Jason Webb to teach sport which has been wonderful in every aspect, giving the students a broad spectrum of different sports codes. The School Association also purchased the book prizes for all students and subsidised the Years 2 - 6 excursion to Sydney this year.

Our children really are a testament to the dedication, warm and caring environment that the teaching staff at Mallawa has implemented, culminating in excellent results in the classroom and in all areas of sport.

Nicola Dillon
School Council President

Student representative’s message

I can hardly believe that six years ago I was just finishing my first year at Mallawa and that back then I had between 10 and 12 students in my year. That is the same number attending Mallawa right now.

2010 has been a great year. We have had Jason Webb teaching us sport, and have attended some Musica Viva concerts. We also entered our art in the Moree Show and competed at the Narrabri Eisteddfod.

We received the Smartboard and video conferencing facilities this year which makes the classroom a whole lot easier and makes our brains a bit more technical.

Mallawa has taken me on some great excursions to Dubbo Plains Zoo, Bathurst Goldfields, Canberra, Lake Ainsworth and Sydney. Our Sydney excursion was lots of fun.

I have had some great teachers over my time at Mallawa and have made many great friends amongst all the students at Mallawa.

I will miss Mallawa Public School and have enjoyed my time here. Good luck to everyone for next year.

Isabelle Boland
School Captain

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

In 2010 all students were in one composite Kindergarten – Year 6 class.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>15</td>
<td>9</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

Student attendance profile

Average student attendance is approximately just above the regional average and at state average for 2010.
Wet weather has had an impact on attendance rates in the latter part of 2010.

Below is a table that shows student attendance broken down into grade averages for the last two years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>n/a</td>
<td>94.0</td>
</tr>
<tr>
<td>1</td>
<td>92.2</td>
<td>n/a</td>
</tr>
<tr>
<td>2</td>
<td>93.3</td>
<td>96.1</td>
</tr>
<tr>
<td>3</td>
<td>96.7</td>
<td>94.4</td>
</tr>
<tr>
<td>4</td>
<td>94.1</td>
<td>93.4</td>
</tr>
<tr>
<td>5</td>
<td>80.3</td>
<td>94.9</td>
</tr>
<tr>
<td>6</td>
<td>91.9</td>
<td>90.5</td>
</tr>
<tr>
<td>Total</td>
<td>90.3</td>
<td>94.0</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>92.0</td>
<td>93.2</td>
</tr>
<tr>
<td>1</td>
<td>92.0</td>
<td>92.3</td>
</tr>
<tr>
<td>2</td>
<td>92.5</td>
<td>93.0</td>
</tr>
<tr>
<td>3</td>
<td>92.0</td>
<td>92.9</td>
</tr>
<tr>
<td>4</td>
<td>92.3</td>
<td>92.7</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>92.0</td>
<td>92.0</td>
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<tr>
<td>Total</td>
<td>89.9</td>
<td>92.7</td>
</tr>
<tr>
<td>State DET</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
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<td>94.0</td>
<td>94.4</td>
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<tr>
<td>3</td>
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<td>94.5</td>
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<td>4</td>
<td>94.0</td>
<td>94.5</td>
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<tr>
<td>5</td>
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<td>94.4</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

All students are required to return slips for partial and whole day absences. Any students with poor attendance are referred to the Home School Liaison Officer.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6H</td>
<td>1</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>K-6H</td>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>K-6H</td>
<td>3</td>
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</tr>
<tr>
<td>K-6H</td>
<td>4</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>K-6H</td>
<td>5</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>K-6H</td>
<td>6</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>K-6H</td>
<td>K</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>

Structure of classes

All students were in one composite multi stage class in 2010.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.6</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>2.0</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no Indigenous staff members employed at Mallawa Public School.

Staff retention

There were no changes to teaching staff in 2010. The School Administration Manager transferred to another school in Term 3 and the position was filled in Term 4.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as
permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>52475.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>45330.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>19927.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11287.31</td>
</tr>
<tr>
<td>Interest</td>
<td>2122.24</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19184.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>150327.61</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 11390.39   |
| Excurriculum dissections | 15616.84   |
| Library                  | 2945.19    |
| Training & development   | 1574.38    |
| Tied funds               | 22482.20   |
| Casual relief teachers   | 10812.15   |
| Administration & Office  | 16056.19   |
| School-operated canteen  | 0.00       |
| Utilities                | 5772.21    |
| Maintenance              | 5660.82    |
| Trust accounts           | 18655.69   |
| Capital programs         | 0.00       |
| **Total expenditure**    | 117857.11  |

| Balance carried forward  | 32470.50   |

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and School Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

Mallawa Public School participated in a variety of events throughout 2010.

**Achievements**

**Arts**

**Narrabri Eisteddfod**

All students who attended and performed at the Eisteddfod did an outstanding job and I am very proud of their performances. Our results were:

Year 5:
Marley Callaghan – Third

Harry King – Highly Commended

Year 4:
Harry Dillon – Highly Commended
Jeanette Genis – Highly Commended

Year 3:
Priya Mulligan – First

Year 2:
Rebecca King – Third
Henry Robinson – Highly Commended

Kindergarten:
Jessica Mulligan – Highly Commended

**ICAS Competitions**

Students in Years 3 - 6 once again had the opportunity to enter the International Competitions and Assessments for Schools (ICAS) in a variety of subjects. Most students entered in at least one competition and several students achieved outstanding results.

Results are as follows:

- Mathematics - 1 High Distinction and 2 Credits
- English - 1 High Distinction
- Spelling - 3 Credits
- Computer Skills - 1 Distinction, 2 Credits
- Science - 1 Distinction
- Writing - 2 Credits

**Operation Art**

This year Priya Mulligan entered the Operation Art competition. Her work was selected for exhibition at the Armoury Gallery, Sydney and for display for 12 months at the Office for Children. Her work is also included on the 2010 Teacher’s Resource CD.
**Sport**

**Quad Schools Carnival**

This year Mallawa Public School hosted the carnival at school. We won the overall point score for the third time in 5 years.

Individual results were:
- Isabelle Boland - Senior Girls Champion (tied)
- Will Robinson - Junior Boys Runner Up (tied)

I was impressed by the efforts and sportsmanship of all students from Mallawa - well done to all students.

**Heferen Shield**

All students performed extremely well on the day and tried their very best. I was proud of their competitive spirit and sportsmanship. Several students made the finals of their age races. Congratulations to all competitors.

Results:
- Small Schools Relay: second
- Discus: Harry King - third, Junior Boys.

**Achievements**

**Excursion**

In 2010 our Primary students travelled to Sydney for their major excursion. They were accompanied by Nicole Humphreys and parents Margie Boland, Nicola Dillon and Nicola King.

All students who attended enjoyed the excursion. They visited such places as The Rocks, Sydney Aquarium, Australian Museum, Hyde Park Barracks, Sydney Tower and Sydney Harbour Bridge.

**Academic**

**Literacy and Numeracy – NAPLAN Year 3**

Due to the small cohort of students at Mallawa Public School privacy protocols prevent disclosure of specific student data. Parents have been advised of student results.

**Literacy and Numeracy – NAPLAN Year 5**

Due to the small cohort of students at Mallawa Public School privacy protocols prevent disclosure of specific student data. Parents have been advised of student results.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

Due to the small cohort of students at Mallawa Public School privacy protocols prevent disclosure of specific student data. Parents have been advised of student results.

**Significant programs and initiatives**

**Aboriginal education**

Mallawa Public School provides programs, mainly in Human Society and its Environment (HSIE), designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

**Multicultural education**

The school has maintained a focus on multicultural education in the curriculum, particularly in Human Society and its Environment (HSIE) by providing learning programs which develop the knowledge, skills
and attitudes required for a culturally diverse society.

**Respect and responsibility**

Students are taught respect and responsibility through specific programs such as: personal development and health units of work, National Young Leaders Day for senior students, our student welfare and discipline policy, and through the care, respect, dedication and behaviour of staff and parents.

Respect among students, staff, parents and community members is mutual, with all working together to ensure a quality learning environment for the students of Mallawa Public School.

**Connected learning**

Mallawa Public School received a Connected Classroom Suite in 2010. This consisted of a Smartboard and video conferencing facilities.

Staff received training in the new software associated with the suite. A parent information session was conducted showing the parents what is possible with the hardware and software.

**Other programs**

**Country Areas Program**

Mallawa Public School is supported by a significant allocation of funds from Country Areas Program (CAP). The objective of CAP is to help school communities improve the educational outcomes and opportunities of students who are geographically isolated.

Initiatives during 2010 included:

- Quality Improvement of the school environment
- Moodles (on line learning)
- The Thinking Brain workshops
- Musica Viva concerts
- Excursion subsidy
- Swimming subsidy
- Professional Development for all staff

CAP funding for 2011 will provide programs to enhance student learning across all aspects of the curriculum, such as:

- Musica Viva concerts
- Smarter and Sassier
- Art Workshops
- Literacy Workshops

**Progress on 2010 targets**

Our School Plan allows us to plan how best to cater for our students. Every year we agree on improvement targets for the plan which we work together to achieve.

**Target 1**

**Improve student understanding of the Working Mathematically strand and problem solving**

Our achievements include:

- Individualised programs for all students to develop their problem solving skills
- Explicit teaching of problem solving skills and strategies for all students
- Most students are achieving stage outcomes in the Working Mathematically strand of the Mathematics syllabus

**Target 2**

**Implementation of Quality Improvement Practices in the school**

Our achievements include:

- Students have increased responsibility in choosing subject matter in the areas of science, HSIE and health
- Students have increased responsibility in the establishment of routines and structures in the classroom
- Classroom processes and practices are prominently displayed in the classroom

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of student welfare and mathematics.
**Educational and management practice**

**Background**

Each year the school completes an evaluation of educational practice in one of the following: learning, teaching, planning, management, leadership and culture.

In 2010 we evaluated the school’s Student Welfare Policy.

All parents, students and staff were asked to respond to surveys on Student Welfare so as to attain the attitudes and opinions of all stakeholders as the first step in reviewing the school’s Student Welfare Policy.

**Findings and conclusions**

Staff almost always believed that the students were the school’s main concern and that strong links have been formed between students, staff and parents. They almost always believed that the school encouraged students to achieve their best and to show respect to others.

The school’s policy on Student Welfare is usually explained to all staff and students were usually praised and rewarded by the school.

Less than fifty percent of parents returned surveys to school. Of those who responded, 100% almost always supported what was happening at school and almost always believed that the school had achieved strong links with students and parents and the wider school community.

Of those who responded, 75% of parents believed that the students are almost always the school’s main concern. One quarter of parents who responded believed that the school sometimes praised and rewarded students who were successful.

All students in Years 3 - 6 completed surveys. All responded that they almost always felt safe at school. However, only half believed that they were almost always the school’s main concern.

Two thirds of students surveyed believed that they are almost always learning effectively and are challenged and motivated to do their best. Five out of six students believed that the school almost always or usually praised and rewarded successful students.

**Future directions**

These results can form the first evaluation of the school’s Student Welfare Policy. The school must look at how successful students are acknowledged and how to further motivate students to learn. The school’s policy needs to be explained to all parents and students.

**Curriculum**

**Background**

In 2010 we evaluated Mathematics.

Staff, students and parents were surveyed to gauge their opinions towards mathematics and how it is taught in the school.

**Findings and conclusions**

Staff surveyed enjoyed teaching mathematics and had a good understanding of the syllabus for all stages. They believed that their teaching programs almost always responded to student needs, interests and abilities.

Again, less than fifty percent of parents returned surveys. Of those that did, 75% believed that their children almost always enjoyed mathematics and that the teaching programs responded to their child’s needs and abilities.

Three quarters of parents believed that teachers almost always carried out regular assessments of student learning and 25% believed that parents sometimes understood how student learning is assessed.

All students in Years 3 - 6 completed surveys. Only half of the students almost always enjoyed mathematics. Two thirds believed that their teacher almost always knows what they can do and what they needed to learn. Eighty three percent almost always or usually had a good understanding of what they were learning. Only one third of students believed that they were almost always developing problem solving skills.

**Future directions**

Mathematics will continue to be taught in the current format for 2011 and changes will be made in 2012 in accordance with the implementation of the National Curriculum.

However, an emphasis on the further development of problem solving skills is required in 2011.
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents believed that the students were the school’s main concern and that the school catered for the learning needs of all students and encouraged them to achieve their best. They also believed that the school encouraged every student to learn.

All parents also believed that the school knew about the families and communities in which it served.

All students at Mallawa Public School are happy and like coming to school. They enjoy learning and the many varied learning experiences that are provided at school.

All teaching and support staff indicated that they enjoy working at Mallawa Public School, are professionally supported and satisfied that the school is meeting the needs of the students.

Parents were able to contact the school to discuss any concerns that they may have. Staff worked with parents and students to rectify any problems and issues that arose within the school.

Professional learning

All staff were involved in professional learning in 2010. Courses attended were:

- Principal’s meetings and Regional Principal’s Conference
- Best Start training
- Anti Racism Contact Officer (ARCO) training
- Quality Improvement (CAP)
- Moodle Workshop (CAP)
- Small Schools Conference
- Staff Meetings
- Smarter and Sassier - for SAM (CAP)
- The Thinking Brain Workshop (CAP)
- Operation Art Teacher Workshop
- Connected Classroom training
- CAP Development Day
- Annual Financial Statement / Rollover Training
- Annual School Report workshop

School development 2009 – 2011

Targets for 2011

Target 1

All Students K - 6 working at or beyond stage outcomes in grammar

Strategies to achieve this target include:

- Individualised programs for all students
- Grade groups working with teacher on specific grammatical understandings
- Increased focus on grammar within writing lessons
- Teacher attend any available grammar workshops

Our success will be measured by:

- Majority of students show an increased understanding of grammatical features in their writing
- Explicit teaching of grammatical features will be focus of all writing lessons
- Teachers have a greater understanding of grammar and how to explicitly teach grammatical features to all students

Target 2

All students further develop their understanding of technology

Strategies to achieve this target include:

- Explicit teaching of programs, such as Kahootz3, to all students
- Increased use of the Smartboard as a tool in all lessons
- Teachers attend any available workshops on technology

Our success will be measured by:

- Majority of students present polished pieces of work that are carefully planned and
demonstrate an understanding of the features of the software

- Explicit use of technology in all lessons
- Teachers have a greater understanding of technology and how to explicitly teach features of programs to enhance student learning

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Nicole Humphreys, Principal
Nicola Dillon, School Council President

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School Code: 4262

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: