Mallawa Public School
Annual School Report

2012
Our school at a glance

Students
Our enrolment in Term 4, 2012 was 9 students, including 4 girls and 5 boys.

There was one multi stage class, consisting of all 9 students.

Staff
In 2012 our staff included a teaching principal and 2 part time teachers 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 2012.

Our school association provided funds for Literacy and Science resources.

We continued to participate in the Country Area Program (CAP)

Student achievement in 2012
Year 3 and 5 completed NAPLAN tests in 2012.

Due to the small school 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. The school 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 Parents and Citizens Association is extremely active in their fundraising endeavours, providing funds for extra curricula activities for all students.

2012 has been another exciting year at Mallawa Public School. We have been involved in many different activities and programs. The students have performed well in all areas.

The school had an allocation of four new computers this roll out. Two new desktop computers have been installed and two new note pads are in operation. This is a great resource for the school allowing each student access on an independent computer.

The school had a very successful excursion to the Gold Coast and Dubbo.

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.

Cassandra Malone
Relieving Principal

P & C and/or School Council message
This year has been an extremely busy and rewarding year at Mallawa Public School. Miss Cassandra Malone continued as Relieving Principal for the duration of 2012. At the conclusion of the year she was successful in being appointed permanently to the position. The number of students at Mallawa varied throughout the year from 7 to 18 with expected numbers for 2013 to be 11.

This year we have employed several teachers to assist at the school. Shelli Morse, Meg Pawley and Courtney Cochrane. Thank you to those teachers who help make Mallawa Public School a great learning experience for the children on a daily basis.
The P & C held a major fundraiser this year, a Bush Ball held at Telleraga Woolshed. This event was a huge success with over 100 people in attendance raising in excess of $45 000. The P & C with these additional funds were able to assist with costs of the Major Excursion to the Gold Coast to limit the impact on parents. Funds have also been invested into purchasing new Guided Readers for the classroom expected to arrive early in 2013.

Students represented the school with pride at the School Cross Country, Swimming and Athletics Carnival and Quad Sports Carnival at Rowena. Whilst we did not win any major trophies it is very important that the students all had a go and represented the school with pride.

Overall 2012 was a rewarding year for children, parents, staff and community members of Mallawa Public School. We look forward to continuing our joint efforts into the future to benefit the education of all students that attend Mallawa Public School.

Mrs. Lee Traynor

President P & C Association

Student representative’s message

2012 has been a great year. We enjoyed swimming lessons in Term Four. We started school late this year because we were flooded in at home, again.

This year we went to the Gold Coast for the excursion, the whole school came even 5 kinders! It was fantastic, by far the best school excursion I have ever been on.

Thank you to all the teachers and parents who made my time at Mallawa Public School memorable.

Jesse Dunston

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 2012 all students were in one composite Kindergarten – Year 6 class.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Student attendance profile

Average student attendance is approximately just below the regional and state average for 2012.

Illness and family holidays had an impact on attendance rates throughout 2012.

Management of non-attendance

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

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>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.126</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.41</strong></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 some minor changes to staffing in 2012. The school was allocated additional funding to allow a Learning and Support Teacher to be employed for half a day per week. The School Administration Manager position was filled permanently in October for three days per week.

**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></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>30/11/2012</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: $29803.82
- Global funds: $38775.12
- Tied funds: $30513.86
- School & community sources: $8386.04
- Interest: $1501.58
- Trust receipts: $233.00
- Canteen: $0.00
- Total income: $109213.42

**Expenditure**

- Teaching & learning
  - Key learning areas: $987.14
  - Excursions: $6486.77
  - Extracurricular dissections: $7612.80
- Library: $1214.71
- Training & development: $2229.09
- Tied funds: $30733.95
- Casual relief teachers: $877.96
- Administration & office: $13390.61
- School-operated canteen: $0.00
- Utilities: $6401.41
- Maintenance: $5368.63
- Trust accounts: $233.00
- Capital programs: $0.00
- Total expenditure: $75536.07

**Balance carried forward**: $33677.35

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

Mallawa Public School participated in a variety of events throughout 2012.

**Achievements**

**Arts**

**Narrabri Eisteddfod**

All students who attended and performed at the Eisteddfod in the Set Poem section did an outstanding individual performance.

The whole school performed in the Choir section and did an outstanding job. I am very proud of all their performances.

**Sport**

**Quad Sports Carnival**

A limited number of students attended the Quad Sports Carnival in Rowena this year. I was impressed by the efforts and sportsmanship of all students from Mallawa – well done to all students.

**Excursions**

In 2012 our school travelled to the Gold Coast for their major excursion. They were accompanied by Cassandra Malone, Lee Traynor and Sam Ferns.

All students who attended enjoyed the excursion. They participated in activities such as, Tiger Talks, Water Safety, Shark Investigations, Seal Exploration and Dolphin shows.

Students also attended an overnight excursion to Dubbo Western Plains Zoo. They were accompanied by Cassandra Malone, Ben Traynor and Allison Campbell.

All students who attended enjoyed the excursion. Students were given the opportunity to sleep at the Zoo overnight in tents and go on a night tour of the zoo. An early morning walk around the Zoo was also a treat.
Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Reading – 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.

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.

Reading – 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.

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.

Progress in reading

Overall our students are consistently performing strongly on national tests, particularly in the area of reading.

Progress in numeracy

Overall our students are consistently performing strongly on national tests, particularly in the area of numeracy.

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.

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 2011 included:

- Excursion subsidy
- School Swimming Scheme subsidy
- Professional Development for all staff
- CAP Chef’s Kitchen (modified to meet needs of students)
- Video Conferences – Australian Animals, Australian history.
- CAP Art Gallery
- Smarter and Sassier
- World of Maths Day
• Impact Leadership
• Healthy Harold

Progress on 2012 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
Majority of Kindergarten students achieving at or above Reading Benchmark Level 6 on Best Start Literacy continuum by November 2012.
Our achievements include:
• 60% of Kindergarten students reading at or above Reading Benchmark Level 6 at the conclusion of November 2012.
• Individualised Reading programs for all students Kindergarten to Year Six with a key focus on improving reading understanding.
• Explicit teaching of beginning reading strategies through small group work.

Target 2
Majority of students in Year One to Six spelling at an appropriate level
Our achievements include:
• 90% of students in Kindergarten to Year Six Spelling at or above actual age using the South Australian Spelling Test.
• Students consistently monitoring spelling in writing tasks to ensure correct word usage.
• Stronger understanding of spelling patterns and correct usage of spelling strategies.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of English, School Planning and Parent Satisfaction.

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 2012 we evaluated the schools planning.
All parents, students and staff were asked to respond to surveys on School Planning so as to attain the attitudes and opinions of all stakeholders as the first step in reviewing the school’s planning.

Findings and conclusions
Staff almost always believed that the school developed a positive school plan with a clear and precise outlook on improving student outcomes. Staff almost always believed that they were involved in the direction of the school planning process.

Staff almost always attended regular professional development in line with the school targets.
60% of parent surveys were returned to school.
All parents are aware that the school develops and implements a comprehensive Management Plan each year.
20% of parents believe that they are well informed of school planning initiatives through membership in the Parents and Citizens Association
Almost all parents agree with the targets set in the school plan and believe the purchase of new resources for Literacy should be a priority in the future.

All students completed surveys. All responded that they almost always felt their learning needs were being met by the school. 80% of students believe that the school allocates enough resources in the classroom to improve the learning environment.

Future directions
These results can form the first evaluation of the schools planning processes. The school needs to evaluate the planning of resources in the school and purchase new literacy resources to assist in reaching Literacy outcomes.
Curriculum

Background

In 2012, we evaluated English.

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

Findings and conclusions

Staff surveyed enjoyed teaching English in the classroom. They believed that their teaching programs always responded to student needs, interests and abilities.

60% of parent surveys were returned to school.

All parents believed that Home Reading was a valued and important part of their child’s development. Parents agree that they are well informed of what is being taught to their child in English. All parents believe that their child has shown improvement in English throughout the year.

All students completed surveys. All responded that they almost always enjoyed Literacy sessions. Only 75% believed that their teacher almost always knows what they can do and what they needed to learn. Students always enjoyed using technology in Literacy sessions to revise and reinforce learnt tasks.

Future directions

English will continue to be taught in line with the Departments curriculum and new curriculum. Strategies to include the integration of technology in Literacy as a valuable learning tool will continue to be implemented.

However, an emphasis on purchasing new resources to bolster the reading program is required in 2013. Staff will be invited to attend Professional Development to improve understanding of the new curriculum to be introduced in 2014.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

60% of parent surveys were returned to school.

35% of surveys returned indicated that they believe the school to be under resourced and that the grounds needed attention.

35% of surveys indicated that the school needed to evaluate the participation of students in Extra Curricular activity and requested that more attention be paid to the arts.

100% of surveys returned indicated that they were happy with the school and the direction it was taking.

All students at Mallawa Public School are happy and like attending school. They enjoy a variety of learning experiences and the integration of technology on a daily basis.

All teaching and support staff indicated that they enjoy working at Mallawa Public School, are professionally supported and satisfied that the school is providing them with direction.

Professional learning

All staff were involved in professional learning in 2012. Courses attended were:

- Principal’s meetings and Regional Principal’s Conference
- Small School Conference
- Staff meetings
- Best Start Kindergarten Assessment
- Best Start Gifted and Talented
- Targeted Early Numeracy
- Smarter and Sassier – for SAM (CAP)
- Annual Financial Statement / Rollover Training
- Learning and Support Teacher Induction
- MiniLit
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Majority of students achieving and comprehending at or above grade level by November 2013.

2013 Targets to achieve this outcome include:
- Students reading at age appropriate Benchmark Level – Kindergarten Level 5, Year One Level 16, Year Two Level 24, Year Three Level 26, Year Four Level 28, Year Five and Six Level 30.
- Students spelling at age appropriate level using South Australian Spelling Test.

Strategies to achieve these targets include:
- Introduction of Reading Boxes and Reading Conventions Program as part of Reading group rotation.
- Technology based Reading Eggs activities to be completed daily.
- Introduction of spelling conventions program, which is phonemically based to improve students decoding skills.

School priority 2
Outcome for 2012–2014
Majority of students achieving at or above grade level on the Best Start Numeracy Continuum by November 2013.

2013 Targets to achieve this outcome include:
- Improved results using the Best Start Numeracy Continuum as a guide.

Strategies to achieve these targets include:
- Improved assessment schedule of taught mathematics concepts.
- Completion of Count Me In Too online training.
- Number activities and explicit teaching of counting / number recognition daily.
- Development of Targeting Early Numeracy strategies for daily use.

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.

Cassandra Malone, Relieving Principal
Lee Traynor, Parents and Citizens Association
Penny Logan, School Administration Manager

School contact information
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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: