School Context Statement

Our enrolments in Term 4, 2014 were 10 students, including 5 girls and 5 boys. The student’s enrolments draw from the local farming community.

There was one multistage class, consisting of all 9 students.

In 2014 our staff included a teaching principal and a part time teacher for learning support, RFF and Library.

Student Information

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

Student Enrolment Profile

In 2014 all students were in one composite Kindergarten – Year 6 class.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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<td>Male</td>
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<tr>
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Student Attendance Profile

<table>
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<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>90.0</td>
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<tr>
<td>2</td>
<td>93.3</td>
<td>96.1</td>
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<td>85.4</td>
<td>85.7</td>
<td>88.0</td>
</tr>
<tr>
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<td>89.3</td>
<td>na</td>
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<td>86.1</td>
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<tr>
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<td>80.3</td>
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<td>93.4</td>
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<td>89.7</td>
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<td>95.8</td>
<td>67.1</td>
<td>85.7</td>
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<tr>
<td>Total</td>
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<td>91.7</td>
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<table>
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<tr>
<th>School</th>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
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<td>95.0</td>
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<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
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<tr>
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<td>94.5</td>
<td>94.3</td>
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<td>94.9</td>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Workforce Information

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

Workforce Composition

<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 Teacher(s)</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</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>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>2.41</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There was no Indigenous staff members employed at Mallawa Public School.
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>

Professional Learning and Teacher Accreditation
In 2014 all staff at Mallawa Public School participated in:

- Continued online training in English and Mathematics New Curriculum
- Training in the implementation of Primary connections as part of the New Science Curriculum
- The principal participated in NSW PPA meetings and conferences

Beginning Teachers
No beginning teachers were employed at Mallawa Public School in 2014.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>35079.99</td>
</tr>
<tr>
<td>Global funds</td>
<td>50431.81</td>
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<tr>
<td>Tied funds</td>
<td>20045.06</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13089.15</td>
</tr>
<tr>
<td>Interest</td>
<td>1323.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>42.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>84931.62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>534.55</td>
</tr>
<tr>
<td>Excursions</td>
<td>2895.45</td>
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<tr>
<td>Extracurricular dissections</td>
<td>5241.04</td>
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<tr>
<td>Library</td>
<td>655.90</td>
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<tr>
<td>Training &amp; development</td>
<td>4718.32</td>
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<tr>
<td>Tied funds</td>
<td>20745.84</td>
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<tr>
<td>Casual relief teachers</td>
<td>3287.02</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>23210.94</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6995.80</td>
</tr>
</tbody>
</table>

| Maintenance               | 3655.66    |
| Trust accounts            | 42.00      |
| Capital programs          | 0.00       |
| Total expenditure         | 71982.52   |
| Balance carried forward   | 48.029.09  |

A full copy of the school’s 2014 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 2014
Mallawa Public School participated in a variety of events throughout 2014.

Academic Achievements

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.

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

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

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.

NAPLAN Year 3 - Numeracy

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.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
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.

**NAPLAN Year 5 - Numeracy**

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.

**Other Achievements**

**Arts**

**Narrabri Eisteddfod**

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

Year One & Under – We had two participants and both performed extremely well with scores of XX and 82.

Year Two – We had three participants in this category and received first, second and third with scores of 87, 85 and 82.

Year Four – We had one participant who received third with a score of 84.

Year Five – We had two participants and both performed extremely well with scores of 84 and 83.

The whole school performed in the Small School Choir section and did an outstanding job singing two songs. The choir was awarded a Highly Commended award against much larger school choirs. I was extremely proud of their efforts.

**Musica Viva**

Students enjoyed participating in the Musica Viva concert in Moree this year. This was made possible through the schools Equity Funding.

**Pete the Sheep**

Students travelled to Narrabri to the Crossing Theatre to see a musical theatre performance ‘Pete the Sheep’ directed by the Monkey Baa Theatre Company. Mallawa students were studying this text in English as part of the multimodal aspect of the syllabus. Pete the Sheep is an Australian children’s picture book written by Jackie French. The performance was highly interactive and entertaining in which all students thoroughly enjoyed.

**Sport**

**Small Schools Swimming Carnival**

This year saw Mallawa students participate in the annual Small Schools Swimming Carnival held at Collarenebri. The student’s efforts and sportsmanship was commendable, well done to all students that participated.

**Quad Sports Carnival**

All students attended the Quad Sports Carnival which was held and hosted by Mallawa Public School this year. I was impressed by the efforts and sportsmanship of all students from Mallawa. All students participated in all events and Mallawa was successful in winning the Quad Sports Shield a fantastic effort by all students. Individual performances included Luki Foster Senior Boy Runner Up Champion, Samuel Foster Junior Boy Champion, Maddison Marshall Junior Girl Runner Up and Matthew Darlington Sub Junior Boy Champion. Congratulations to everyone on a fantastic day!

**Moree Zone Cross Country**

This year saw four students travel to Gravesend on a very wet and miserable day to compete in the Zone Cross Country. All students did a fantastic job in the conditions and even had to run up a big hill! Congratulations to Maddison Marshall who was successful in qualifying for the Regional Cross Country.

**Heffernen Shield**

This year saw 6 students participate in the Heffernen Shield Zone Athletics Carnival in Moree. Students competed in a variety of events throughout the day and represented Mallawa Public School with pride and sportsmanship.

**Academic**

**Science Day**

During Term Three, Mr. Fleming a retired Science teacher was employed to conduct a Science Day with the students. Students enjoyed participating
in experiments that they would not normally be given the opportunity to participate in this was made possible through the use of Equity funding received by the school.

Other

Lake Keepit Small Schools Camp Excursion

Students enjoyed a week at Lake Keepit during Term 3. Students were given the opportunity to socialise and interact with over 150 other students from P5 and P6 schools. Activities that students participated in included: kayaking, canoeing, archery, rock climbing, orienteering and many more. This was made possible through funding support from the Parents and Citizens Association and School Equity Funding.

Significant Programs and Initiatives – Policy and Equity Funding

Mallawa Public School is supported by a significant allocation of funds from Equity. The objective of the Equity funding is to help school communities improve the educational outcomes and opportunities of students who are geographically isolated.

Initiatives during 2013 included:
- Excursion subsidy
- School Swimming Scheme Subsidy
- Science Day
- Musica Viva
- Science Resources

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 and Anti-Racism

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.

School Planning and Evaluation

2012—2014

School planning 2012-2014:

School priority 1

Improved results in spelling and use of spelling strategies in writing tasks.

Outcomes from 2012–2014

- Majority of Kindergarten students achieving at or above Reading Benchmark level 6 on the Best Start Literacy continuum by November 2014. (2014)
- Majority of students in Year One to Year Six spelling at an age appropriate level, using the South Australian Spelling test as a measure. (2014)
- Majority of students achieving and comprehending at or above grade level by November 2013. (2014)
- Majority of students using correct Grammar, Punctuation and Vocabulary in Writing at or above grade level by November 2014.

Evidence of achievement of outcomes in 2014:

- 90% of students reading and comprehending texts at or above 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.
- 85% of students spelling at or above actual age using South Australian Spelling Test.

Strategies to achieve these outcomes in 2014

- Employment of teacher’s aid to assist in classroom for Literacy sessions to implement MiniLit and MultiLit.
- Explicit teaching of correct use of Grammar and Punctuation, utilizing Grammar Convention s booklets
- A whole school approach to editing when writing text types concentrating on teaching students how to write complex sentences.
• Improved self-editing techniques when writing texts.
• Purchase software to assist learning to meet learning outcomes.

School Priority 2
Improved participation and engagement in Mathematics through hands on and real life experiences.

Outcomes from 2012–2014
• Majority of Kindergarten students achieving at or above Perceptual level on Best Start Numeracy continuum by November 2012. (2014)
• Majority of students achieving at or above grade level on Best Start Numeracy Continuum by November 2013. (2014)
• Majority of students achieving at or above grade level on the Best Strat Numeracy continuum Aspect 4 Place Value, Aspect 5 Multiplication and Division and Aspect 6 Fraction units by November 2014.

Evidence of progress towards outcomes in 2014:
• 89% of students Year One to Year Six are working at or above grade level on the Best Start Numeracy continuum.

Strategies to achieve these outcomes in 2014:
• Dedication of one session per week to explicitly teach times tables, using music and interactive hands on activities.
• Purchase I pads and Apps for classroom integration to consolidate learning outcomes using Targeting Mathematics text books and assessment schedule.

School Priority 3
Improved understanding of the new National Curriculum documents and requirements for implementation.

Strengthened programming across the school.

Outcomes from 2012–2014
• Majority of Kindergarten students achieving at or above Perceptual level on Best Start Numeracy continuum by November 2014. (2014)
• Majority of Kindergarten students achieving at or above Reading Benchmark level 6 on the Best Start Literacy continuum by November 2014. (2014)
• Majority of students in Year One to Year Six spelling at and age appropriate level, using the South Australian Spelling test as a measure. (2014)
• Improved programming and assessment schedule to inform teaching and learning program trialing the New National Curriculum. (2014)
• Implementation of the New English Curriculum through developed Scope and Sequences and strengthened programming.
• Integration of the New Mathematics Curriculum through developed Maths scope and sequence and assessment schedules.

Evidence of progress towards outcomes in 2014:
• English programming has adopted the New National Curriculum for NSW.
• Scope and Sequences for English have been prepared through collaboratively planning with regional small schools for further implementation in 2014.
• Assessments schedule reflects changes in programming.
• Student reports reflect curriculum changes in English and Mathematics.
• Science programming has adopted the New National Curriculum for NSW and resources purchased to assist in the implementation

Strategies to achieve these outcomes in 2014:
• Implementation of developed Scope and Sequence for the New English Syllabus.
• Strengthened English programming and assessment.
• In school professional development to familiarize staff with new Mathematics Syllabus – Online Training and Staff Development Days.
Continued implementation of Primary Connections Science units.

Parent/caregiver, Student, and Teacher Satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

100% of parent surveys were returned to school.
100% of surveys returned indicated that they were impressed with the improved appearance of the school.
100% of surveys indicated that they believe that they were impressed with the introduction of more technology in the teaching and learning programs.
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.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

All school staff, parents and community have been engaged in the consultation process to determine the 2015 school vision statement and strategic directions in regular P&C meetings.

School based assessment data has been analysed to form the basis of the plan as well as engagement with the Melbourne Declaration.

STRATEGIC DIRECTION 1
Students are competent and creative learners.

Purpose of Strategic Direction 1
To support all students to become competent and creative learners. To develop whole school programs increasing teacher capacity and engaging students with meaningful learning opportunities.

STRATEGIC DIRECTION 2
Staff lead engaging practices for all students.

Purpose of Strategic Direction 1
Build leadership skills to improve student engagement in a positive school environment. To improve students social and emotional wellbeing. To establish more effective partnerships with families and to develop technologically competent students.

About this Report
In preparing this report, the self-evaluation committee has gathered information from

School contact information
Mallawa Public School
Mallawa Road, Moree. NSW. 2400
Ph: 02 6753 9520
Fax: 02 6753 9526
Email: mallawa-p.school@det.nsw.edu.au
Web: www.mallawa-p.schools.nsw.edu.au
School Code: 4262

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