2010 Annual School Report
Pallamallawa Public School

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

Students

Our school is drawn from rural families and families from the villages of Pallamallawa and Biniguy and surrounding areas.

Our enrolment Term 4, 2010 was 31, including 19 boys and 12 girls.

Staff

In 2010 our staff included a teaching principal, 1 classroom teacher, a part time library and RFF teacher, a RAR teacher and a STLA teacher (one day per week).

The staff are supported by a part time school administration manager.

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

Messages

Principal’s message

Pallamallawa Public School is a small rural school, 32 kilometres east of Moree. Students are drawn from the villages of Pallamallawa, Biniguy and surrounding properties.

The school is caring, supportive and provides an enjoyable, nurturing and challenging learning environment. Our school strives to develop students’ physical and social abilities and is committed to improving students’ literacy, numeracy and technology skills. This is reflected in the School Mission statement: To provide each child with the opportunity to reach their full potential.

The school enjoys the support of Parents and the wider community. The P & C is active and endeavours to support the school as much as possible.

The Federal Government’s “Building Education Revolution” funds resulted in an outdoor learning area – cola to be completed.

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.

Mrs Julie Schwartz
P & C message

The P & C is involved in fundraising for the school. The funds that are raised are for resources for the students; K-2 literacy resources. This year the P & C assisted with the cost of the Canberra Excursion and the annual awards and trophies.

Our major fundraiser, the Campdraft was postponed once and then cancelled at the second date due to wet weather which has left the P & C with fewer funds than usual.

Other fundraisers included the meat raffles at the Golden Grain Hotel. I would like to thank the parents who have helped selling tickets and also the patrons at the hotel for being generous with buying tickets.

Tracy Garrett and the Hancock families continue to support the school with the collect-a-cap fundraiser.

The canteen continues to raise funds for the school. Lynette Taunton does an excellent job coordinating the canteen. An initiative introduced this year has been the Friday lunchtime fruit which would like to thank members of the P & C especially the executive and most especially the treasures, Lynette Taunton. The work Lynette puts in before the Campdraft is enormous.

I would also like to thank the school staff. Our P & C meetings are held monthly and Julie attends all these meetings.

I would encourage all parents and interested citizens to become involved in the P & C. We will need to have a big year next year.

John Morton, P & C President

School Council message

The Pallamallawa School Council met in Terms 1, 2 & 3. The Council was active, during each meeting and discussed issues that were relevant to the functioning of the school.

Briefly, the Council discussed and supported the following:

- Role of School Groups-School Council/P & C;
- School Funding - Global Budget/Tied Grants/CAP/PSFP;
- 2010 School Plan;
- STLA 2010;
- School Fees 2010 - Purchase Text Books;
- Excursion 2010 & 2011 to Sydney;
- BER Cola- being reviewed.

Lynette Taunton, School Council, President

Student representative’s message

We attended Pallamallawa School for the full seven years. We started kindergarten together in 2004. We’ve been friends since kindergarten. Next year James is going to boarding school to Scott’s College in Warwick. Mathew and most of Year 6 will be going to Warialda High School.

We have had lot of opportunities, great experiences and made lots of friends. Our school is a great school. The school may be very small but that’s what makes it so good. It is going to be very sad to leave primary school and all our friends.

Our school is well resourced with technology, sport gear and the other educational areas. We thank the staff of the school for being supportive and continuing to help the children at our school.

During our time here we have been on many excursions for example; Canberra, Lake Ainsworth and Dubbo Zoo. Other recent activities have been the bike day, visits from sport coaches for soccer, cricket and athletics.

All of Year 6 are moving on and are looking forward to the challenges ahead.

James Whibley & Mathew McNamara, School Captains
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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td>Male</td>
<td>24</td>
<td>23</td>
<td>15</td>
<td>18</td>
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<tr>
<td>Female</td>
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<td>14</td>
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Student attendance profile

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<tr>
<td>K</td>
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<td>94.9</td>
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<td></td>
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<tr>
<td>1</td>
<td>89.7</td>
<td>85.2</td>
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<tr>
<td>2</td>
<td>91.9</td>
<td>92.9</td>
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<td>3</td>
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<td>4</td>
<td>94.6</td>
<td>94.3</td>
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<tr>
<td>5</td>
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<td>91.8</td>
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<td>89.9</td>
<td>92.7</td>
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<th>2007</th>
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<tr>
<td>State</td>
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<tr>
<td>DET</td>
<td></td>
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</tr>
<tr>
<td>K</td>
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<td>94.7</td>
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<td>1</td>
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<td>94.0</td>
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<tr>
<td>Total</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Non attendance at Pallamallawa is managed by informing parents of DET guidelines, teacher monitoring and notifying parents of unexplained absences and encouraging them to provide explanations of absences.

The school has strategies in place to support and encourage regular attendance. These include student reward for regular attendance, newsletter items and direct communication to parents and carers of their legal responsibilities.

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/1/2</td>
<td>K</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>

As shown by the graph student attendance remains high. Students in Year 1 and Year 6 are of concern. 2 Students in these years were away regularly due to ill health.
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</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>PSP Teacher</td>
<td>0.1</td>
</tr>
<tr>
<td>RAR Teacher</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.7</td>
</tr>
<tr>
<td>Total</td>
<td>4.4</td>
</tr>
</tbody>
</table>

At present there are no indigenous members of staff.

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>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>60191.61</td>
</tr>
<tr>
<td>Global funds</td>
<td>54580.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>37017.24</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>27676.97</td>
</tr>
<tr>
<td>Interest</td>
<td>3481.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28974.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>211922.17</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas 9150.19
- Excursions 13307.23
- Extracurricular dissections 7669.78

Library 1593.77
Training & development 1121.61
Tied funds 35745.28
Casual relief teachers 6365.57
Administration & office 24624.66
School-operated canteen 0.00
Utilities 9034.54
Maintenance 5439.94
Trust accounts 23250.61
Capital programs 0.00
Total expenditure 137303.18
Balance carried forward 74618.99

A full copy of the school’s 2010 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 2010

Achievements

Public Speaking

The Pallamallawa Public School Annual Public Speaking competition was held in Term 3. All students Kindergarten to Year 6 students are encouraged to participate. The judges were impressed with the overall high standard of delivery and individual subject selection. The Sandra Parsons Memorial Trophy was awarded to Alex Rush.

Individual Grade winners:

K – Ruby Tighe
Year 1 – James Walker
Year 2 – Ben Whibley
Year 3 – Jordon Brazel
Year 4 – Alex Rush
Year 5 – Tamara Cleal
Year 6 – James Whibley

Alex Rush receiving the Sandra Parsons Memorial Trophy.

Sport

Pallamallawa Public School promotes participation, teamwork and sportsmanship through a variety of sporting activities. The school is proud of its achievements.

Our success is highlighted by the following achievements:

All students participate in the following carnivals: Cross Country, Athletics and Swimming.

During Terms 2 and 3, a community member, Mr. Billy Grant provided athletic training for students during school sport sessions. His assistance was appreciated. Students’ skill improved with a large number of students successfully competing at the Zone Athletic Carnival.

Individual PSSA Representation - Regional Level

Rhiannon Byers (athletics).

Horse Sports – Rhiannon Byers competed at Local Competitions. She was successful at winning her age division at all carnivals.

Students participated in the annual 2 week Intensive Swimming Program during Term 4.
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)

Literacy – NAPLAN Year 3

Three students in Year 3 sat the NAPLAN Test. Due to the small cohort of students privacy protocol prevents disclosure of specific student data. Parents of students have been advised of their child’s results.

Numeracy – NAPLAN Year 3

Three students in Year 3 sat the NAPLAN Test. Due to the small cohort of students privacy protocol prevents disclosure of specific student data. Parents of students have been advised of their child’s results.

Progress in literacy

Due to the small cohort of students privacy protocol prevents disclosure of specific student data.

Literacy – NAPLAN Year 5

Five students in Year 5 sat the NAPLAN Test. Due to the small cohort of students privacy protocol prevents disclosure of specific student data. Parents of students have been advised of their child’s results.

Numeracy – NAPLAN Year 5

Six students in Year 5 sat the NAPLAN Test. Due to the small cohort of students privacy protocol prevents disclosure of specific student data. Parents of students have been advised of their child’s results.

Progress in numeracy

Due to the small cohort of students privacy protocol prevents disclosure of specific student data.

Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>33</td>
</tr>
<tr>
<td>Writing</td>
<td>80</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>50</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

Our school continues to provide programs and experiences to teach students about Aboriginal history, culture and contemporary Aboriginal Australia.

The School attended the VIBE Alive Festival held in Moree in May. Students had the opportunity to enhance their knowledge of Aboriginal and Torres Strait Islander cultures, and understand the benefits of a healthy lifestyle.

The school celebrated National Aboriginal and Torres Strait Islanders Week with activities during Week 11, Term 2.

“Welcome to Country” is offered by an Aboriginal student at assemblies. The Aboriginal flag is also flown each day.

**Multicultural education**

Staff developed and incorporated activities across all KLA’s that reflect recognition of our cultural diversity. The school has maintained a focus on multicultural education by providing programs which develop the knowledge, skills and attitudes necessary for a diverse society. The HSIE Scope and Sequence of Study Units provide opportunities to study other cultures and encourage attitudes of tolerance and respect for those different to themselves.

Significant Australian cultural days were celebrated to demonstrate differences in how and why we celebrate and how different cultures celebrate.

Harmony Day was celebrated in Term 1.

**Respect and responsibility**

The school supports and promotes Respect and Responsibility through student and classroom activities.

Respect and responsibility is encouraged in daily activities and conflict situations. Students understand that the school functions through the cooperation with peers, staff, parents and community members.

Senior students support younger students during the morning sport activities. Year 4 and 5 students supported 2010 Kindergarten students with their transition to school program – Jumpstart.


The students support the P & C with their fundraising efforts.

**Country Area Program (CAP)**

CAP is an equity program that provides support to address the impact of isolation for students living in rural communities. In 2010 CAP funding was used to provide programs which broadened students’ experiences and enhanced their learning.

CAP funding provided strong support in:

- Jumpstart – 4 (Kindergarten – 2011) students experienced 10 days at school getting use to routines and school life. Early assessment determines support or intervention early in school life.
- Staff continue to be trained in the use of Interactive Whiteboards.
- Funding contributed to transport costs for Canberra Excursion.
- Students attended visiting performances.
- Staff attended Professional Development courses and staff were released to support and to enhance teaching and learning.

**Priority Schools Program (PSP)**

The PSP is an equity program that provides funds to achieve equity of educational outcomes for all students in schools with high concentrations of socio-economically disadvantaged families. Funding supports programs to improve literacy and numeracy outcomes.

Additional staffing of 0.1 provided expertise of a teacher to support literacy programs. Extra staffing and an aid were employed to support targeted high need students in literacy.
During Term 4 additional staffing allowed for literacy to be extended into then HSIE KLA area. Funding provided further professional development of staff.

Progress on 2010 targets

Target 1
To improve students’ skills in literacy
Our achievements include:
- 90% of students supported through STLA Literacy program showed growth;
- Best Start data supported Kindergarten intervention;
- Staff use accelerated literacy to support learning.
- 78% of K-4 students reached or bettered grade appropriate reading benchmarks.

Target 2
To improve student achievement in number
Our achievements include:
- 50% of Year 5 students gained Band 4 or better in NAPLAN;
- 66% of Year 3 students gained Band 6 in NAPLAN;
- Staff used interactive whiteboard technology and software programs to support numeracy.

Target 3
Expand the effective use of technology in teaching and learning
Our achievements include:
- All staff trained in the use of whiteboards;
- 65% of students reach stage appropriate targets;
- All students accessed technology daily.

Key evaluations

Educational and management practice
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.

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

Management
In 2010 our school evaluated management as part of our cyclic evaluation. Students, staff and the School Community were asked to respond to a SchoolMap Survey.

Findings and conclusions
Surveys Indicated that students
- See the school as being supportive by improving and adapting programs.
- School cares about students and discipline is fair.

Parent Surveys Indicated:
- The educational needs of students are met by the school;
- The school communicates effectively with students and parents.

Staff Surveyed felt the school’s plans, policies, programs and practices are effectively supervised and supported.

Future Directions
The school will continue to promote the school and inform parents about programs, policies and events through the school newsletter.

Investigate other ways of promoting the school to the wider community.
Curriculum

Literacy

Background

This year the school chose to evaluate the key learning area (KLA) of Literacy.

Findings and conclusions

Staff indicated that handwriting and grammar were areas that needed to be addressed. Overall literacy programs were supportive and benefitted all students.

Parents indicated that they were happy with literacy programs at the school. The K-2 home reading program was seen as beneficial to students. The STLA program positively supported students at risk.

Future directions

The school STLA program will continue in present format. Staff will investigate and update handwriting and grammar programs.

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.

The vast majority of parents are satisfied with the school; it’s Principal, the teachers and the overall care and education of their children.

Most students indicated that they enjoy being at school and that they are provided with lots of opportunities.

Staff felt they were well supported and are given opportunities for professional development.

Professional learning

All staff participated in Professional Learning. Funds supported staff development in planning and programming; literacy and numeracy; information technology; Small Schools Conference; reporting and assessment; mandatory training in CPR, emergency care and child protection; Code of Conduct.

Country Areas Program and Priority Schools Program Funding provided professional development in literacy, numeracy and technology.

Average expenditure per staff member from our professional learning funds was $2573
School development 2009 – 2011

The School Development Plan is a collaborative document put together by the school according to Department of Education and training priorities and the school’s needs.

Targets for 2011

Target 1
To Improved student use of language conventions

Strategies to achieve this target include:
- Staff analysis of NAPLAN data and individual student data;
- Staff implement strategies in teaching learning programs;
- Staff use accelerated literacy strategies to support teaching;
- Daily explicit teaching of language conventions.

Our success will be measured by:
- Overall improvement in NAPLAN results and class assessment tasks for individual students and whole school;
- Growth in number of students achieving stage outcomes.
- Development of explicit teaching outcomes.

Target 2
To continue to improve numeracy skills of all students’ across the school.

Strategies to achieve this target include:
- Analyse the NAPLAN, SENA and Best Start Kindergarten assessment results to identify specific areas of weakness and students with specific needs;
- Review programs supporting teaching of numeration and focus on problem solving;
- Review and update mathematics resources.

Our success will be measured by:
- Overall improvement in NAPLAN results and class assessment tasks for individual students and whole school;
- Growth in number of students achieving stage outcomes;
- Staff have access to quality resources to implement quality numeracy programs.

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.

Mrs Julie Schwartz Principal
Mrs Annie Rush Classroom Teacher
Mrs Faye Sullivan STLA
Mrs Desley Hodge SAM

School contact information

Pallamallawa Public School
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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: