2009 Annual School Report
Pallamallawa Public School

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

Students
Our enrolment Term 4, 2009 was 30, including 19 boys and 11 girls.

Staff
In 2009 our staff included a teaching principal, 1 classroom teacher, a part time library and RFF 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.
This year the School celebrated 125 years of Public Education. During Term 3 an open day was held. Both local Federal and State Members of Parliament attended the day and participated in the formal assembly. As part of the formal proceedings a group of the oldest ex students assisted with the cutting of the cake. The P & C provided a luncheon.
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 has a strong partnership with the school. The P & C and school work together to improve resources and the learning environment for the students.

P & C achievements in 2009 included:

The Pallamallawa P & C Campdraft. This is the major fundraiser for the P & C. A small band of parents spend a large amount of time and take on major roles to run the campdraft. This year would have to be one of the most successful campdrafts and I would like to thank our parents and community helpers for their contribution.

The School and the P & C celebrated 125 years of Education on the 12th September. The P & C supported the school and catered for the luncheon.

The Maunder Family Clearing Sale. The P & C catered for the clearing Sale. Funds were used to purchase reading and library resources.

**Mr John Morton, President**

**Student representative’s message**

I have attended this school for all my schooling. Thinking back over my years at Pally I have been able to grow and develop as an individual. During this time I have made many friends - lifelong friends.

This year the whole school attended an excursion to Dubbo. We camped overnight in Dubbo Western Plains Zoo. Zoo staff took us on a night walk and an early morning walk. We were able to see the zoo at a time when the public are normally not allowed. We all enjoyed the trip which also took in the Dubbo Goal.

Other activities enjoyed by the students include: visiting performances; sporting carnivals; hosting a touch football carnival; swimming school; computers and technology.

I wish the new school leaders all the best for the coming year. It will be an exciting time for you.

**Cindie Garrett, School Captain**

**School Council message**

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

The Pallamallawa School Council met in terms 2 & 4. The Council were active and during each meeting and discussed issues that were relevant to the functioning of the school.

Briefly, the Council discussed and supported the following:
- Federal Funding Programs: BER & National School Pride
- 2009 The School Plan
- 2009 Country Areas Program funding, Priority School Program, Support Learning Programs and Funding.
- Drought Assistance
- Excursion to Dubbo Zoo
- 125 Years Celebrations
- School Text Books
- Future School Fees.

**Sharnie Farrell, President**
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
Student enrolments remain stable for 2009.

![Enrolments graph]

Student attendance profile
Annual attendance rates are slightly above regional and state averages.

![Student attendance rates graph]

Management of non-attendance
Students are encouraged to attend school every day. A weekly reward program is in place for those students who attend regularly.

The school newsletter is used to communicate to parents the Department of Education and Training’s policies on attendance.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>3/4/5/6</td>
<td>3</td>
<td>4</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>2</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>5</td>
<td>14</td>
</tr>
</tbody>
</table>

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>School Administrative &amp; Support Staff (SASS)</td>
<td>0.7</td>
</tr>
<tr>
<td>Total</td>
<td>3.4</td>
</tr>
</tbody>
</table>

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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>74,537.23</td>
</tr>
<tr>
<td>Global funds</td>
<td>56,625.34</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35,037.34</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16,829.95</td>
</tr>
<tr>
<td>Interest</td>
<td>2,680.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18,579.84</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>204,289.66</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

Achievements

Public Speaking

The Pallamallawa Public School Annual Public Speaking competition was held in Term 3. 100% of students participated. The judges were impressed with the overall high standard of delivery and individual subject selection. The Sandra Parsons Memorial Trophy was awarded to Bradman Walker. Individual Grade winners:

K – Zack Crouch
Year 1 – Ben Whibley
Year 2 – Lauren Morton
Year 3 – Alex Rush
Year 4 – Charlie Field
Year 5 – James Whibley
Year 6 – Ashleigh Newcombe

Bradman Walker 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 Term 2 and 3 students were given the opportunity to develop skills in touch football. Expertise was sourced from the local community and a parent of a student.

In Term 3 the school hosted a Small Schools PSSA Knockout Touch Football Gala for local schools. Our touch football team came third at the carnival.

A community member, Mr Billy Grant provided training for students during school sport sessions and after school. 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 the 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

Five students in Year 3 sat the NAPLAN Test. The small number of students in Year 3 allow for results to be only reported in general terms. Parents of students have been advised of their child’s results.

In the Reading and Grammar and Punctuation tests our school performed above the State and Like School Group Averages. In Spelling and Writing our students bettered the Like School Group Averages.

Numeracy – NAPLAN Year 3

Five students in Year 3 sat the NAPLAN Test. The small number of students in Year 3 allow for results to be only reported in general terms. Parents of students have been advised of their child’s results.

In Numeracy our students’ performed better than the State and Like School Group Averages.

Literacy – NAPLAN Year 5

Four students in Year 5 sat the NAPLAN Test. The small number of students in Year 5 allow for results to be only reported in general terms. Parents of students have been advised of their child’s results.

In the Reading and Writing tests our school performed above the State and Like School Group Averages. In Spelling and Grammar and Punctuation tests our students bettered the Like School Group Averages.

Numeracy – NAPLAN Year 5

Four students in Year 5 sat the NAPLAN Test. The small number of students in Year 5 allow for results to be only reported in general terms. Parents of students have been advised of their child’s results.

In Numeracy our students performed well above the State and Like School Group Averages.
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 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
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Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</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 NORTA NORTA program provided learning assistance in the key areas of literacy and numeracy. STLA training of a teachers’ aide focussed learning programs within the classroom. Literacy was targeted.

The school celebrated National Aboriginal and Torres Strait Islanders Week with activities during Week 11, Term 3. Activities included: jewellery making; aboriginal language, stories and art.

“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.

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.

All students participated in fundraising activities: The biggest morning tea, Life Education Healthy Harold, Westpac Helicopter Service, School Excursions.

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 2009 CAP funding was used to provide programs which broadened students’ experiences and enhanced their learning.

CAP funding provided strong support in:
Jumpstart – 8 (Kindergarten – 2010) students experienced 10 days at school getting use to routines and school life. Early assessment determines support or intervention early in school life.

All Staff were trained in the use of Interactive Whiteboards.
Library/RRF teacher worked with senior students to set up School Website.
Funding contributed to transport costs for whole school excursion to Dubbo Western Plains Zoo.
Students attended visiting performances.
Parent and staff attended CAP Literacy for Parents Course.

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. An aid was employed to support targeted high need students in literacy.
Funding utilised professional development of staff: Accelerated Literacy and Read to Learn programs.

Progress on 2009 targets

Target 1
To improve students’ skills in literacy
Our achievements include
- Staff trained in Accelerated Literacy and Read to Learn;
- Best Start Kindergarten Assessment identify students with support needs;
- In NAPLAN Testing all students in Year 5 achieve Band 3 or higher in literacy.
- PEG Spelling program implemented.

Target 2
To improve student achievement in number
Our achievements include:
- Staff incorporated whiteboard and technology in daily delivery of numeracy;
- Best Start Kindergarten Assessment identify students with support needs;
- In the NAPLAN numeracy assessment Year 3 students bettered the state and Like School Group averages;
- In the NAPLAN numeracy assessment Year 5 students displayed growth of 2 bands or more.

Target 3
Expand the effective use of technology in teaching and learning
Our achievements include:
- Staff incorporated whiteboard and technology in daily lessons;
- All stage 2 and 3 students use a laptop daily;
- Stage 1 students use computers and software to support learning;
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.

Educational and management practice

School Leadership

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

In 2009 our school evaluated leadership as part of our cyclic evaluation. The School Community were asked to respond to SchoolMap Survey.

Findings and conclusions
A small number of parent surveys were returned. The data indicated:

- All think that the school leaders always understand the school, get the best from the staff and students and value the contribution of individuals and groups that it does.
- All think the school is looking for ways to improve.

Of the staff surveyed:
Staff believes school leaders build relationships based on collegiality.

Staff think school leaders encourage and support teachers to develop their teaching practices.

Of the students surveyed:
Almost all think school leaders understand and get the best from students;
A small group believe school leaders listen but do not actually explore their ideas further.

Future directions
Opportunities will be provided for the students to be more involved in future School Planning.

The P & C and school newsletter will be used to give parents more opportunities to be active in the activities involving changes to current school practice.

Curriculum

PD/PE/Health

Background
This year the school chose to evaluate the key learning area (KLA) of /PE/Health.
The school is presently undergoing physical changes to the playground that would allow for changes to the way PE is delivered.

Findings and conclusions
Interviews with staff and analysis of teaching programs show:
The morning exercise program runs well but delivery of activities is easily disrupted.
Some students are reluctant participants in sport.
The message of our health and the effect health has on the lifestyles of students is only partially understood.
Parents feel the school is supportive of the sport development of their child.

Future directions
Programs will be revised after the changes to the physical playground and sport environment.
The morning exercise program will be changed to accommodate all students.
Health programs will be developed to focus on healthy eating and the need for regular exercise.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
Parents were positive about the school and felt the academic programmes support learning.
Parents stated there is a need to encourage more participation of parents and to be actively involved in the school and activities the school holds.
Students responded positively to the programmes and opportunities experienced during 2009.
Staff supported the learning programmes and welcomed the benefits to students.

Professional learning
All staff participated in Professional Learning. Funds supported staff development in planning and programming; BEST Start Program; information technology; Small Schools Conference iTec; reporting and assessment; mandatory training in CPR, emergency care and child protection; Code of Conduct. Country Areas
Program funding provided professional development in literacy, numeracy and technology. Priority Schools Program Funding provided funding for staff to participate in Accelerated Literacy and Read to Learn Programs.

Average expenditure per staff member from our professional learning funds was $2389.

School development 2009 – 2011

Targets for 2010

Target 1

to improve students’ skills in literacy

Strategies to achieve this target include:

- NAPLAN, Best Start Kindergarten Assessment and school assessment data used to develop teaching programs
- Development of individual learning programs in reading for targeted students;
- Support Teacher Learning Assistance program to continue supporting students identified for additional assistance in literacy;
- Regular teacher / STLA meetings to review strategies for teaching literacy and monitor student progress;
- Daily literacy session including modelled, guided, and independent reading and writing;
- Daily writing to focus on descriptive language.

Our success will be measured by:

- Ongoing support for students who experience difficulty in literacy;
- Best Start Kindergarten assessment identified and used to support student needs;
- Students in Year 5 perform in Bands 3 or above in literacy.
- 75% of students K-4 through STLA intervention will reach grade appropriate benchmarks.

Target 2

to improve student achievement in number

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;
- Develop a balanced whole school program to teaching numeration through the continued implementation of Counting On, Count Me In Too and other specific programs;
- Purchase of resources to support learning;
- Develop classroom teaching and learning using a whiteboard.

Our success will be measured by:

- Students will demonstrate speed and accuracy in the numeration area;
- Year 5 students will demonstrate growth of 2 bands in NAPLAN assessment;
- Whiteboards used daily to support teaching strategies.
Target 3

*Expand the effective use of technology in teaching and learning*

Strategies to achieve this target include:
- ongoing training of staff in the use of a technology
- technology scope and sequence; and assessment implemented for all stages
- Year 2 – Year 6 students each allocated a laptop;
- Stage 1 students using computers and software to support learning;

Our success will be measured by:
- All staff trained in the use of whiteboards;
- 75% students reach stage appropriate targets after school assessment;
- All students access technology daily.

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

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Fax: 02 67 549435
Email: pallamalla-p.school@det.nsw.edu.au
Web: www.pallamalla-p.schools.nsw.edu.au
School Code: 2827

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: