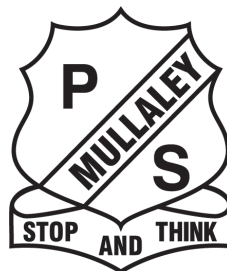


Mullaley Public School Annual Report



2016



2660

Introduction

The Annual Report for **2016** is provided to the community of Mullaley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Christine Patison

Principal

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School background

School vision statement

The following vision for Mullaley Public school is shared and supported by our school community of students, staff and families.

Our vision for Mullaley Public School is to:

- Ensure a personalised integrated approach to high quality teaching, curriculum planning and assessment which promotes learning excellence and responsiveness in meeting the needs of all students;
- Give high priority to evidence-based teaching strategies which reflect the needs of the 21st century learner and staff who are committed to identifying, understanding and implementing effective strategies; and
- Ensure the development of positive and respectful partnerships which are designed to enhance student outcomes.

The above will underpin a highly productive learning environment which is built around high expectations and a commitment to excellence.

School context

Mullaley Public School (MPS) is situated 39kms west of Gunnedah on the Oxley Highway. For 129 years the wider school community has actively supported its young learners and members of staff, and like all rural schools, it is the focal point for the community.

Mullaley PS is a strong, progressive and inclusive school where there is a genuine focus on learning as a foundation for student welfare. We are fortunate to boast an energetic and dedicated staff, committed to providing students with a variety of challenging academic, cultural and sporting opportunities. At our school, every child succeeds.

Mullaley PS has excellent facilities and resources. The well-maintained classrooms, library, shade areas, gardens and rejuvenated grassed playground are testament to the practical and spiritual support of the community.

Mullaley is very much a community school. Parents and community members feel a strong sense of ownership and commitment to the broad aims of the school. We believe a healthy community means a healthy school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The staff at Mullaley Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey towards excellence in the domains of Learning, Teaching and Leading. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Teaching

Our efforts have started to focus on Visible Learning in the classrooms using John Hattie's research to ensure our teachers have a deep knowledge of the syllabus and are consistently delivering quality lessons, across all key learning areas. Staff have been involved in professional development incorporating the use of learning goals and success criteria to develop classroom practice. There has been an emphasis on explicit instruction in regard to subject-specific content, processes and skills. Our teaching-learning process is enabling students to practise, apply and see relevance in their learning, across curriculum areas.

The development of professional learning plans has allowed staff to align their teaching and learning with the needs of

the school and its students.

Learning

A culture of high expectations supports the belief that all students can learn, progress and achieve. To this end, staff have focused on ensuring that differentiation occurs for students and that adjustments are made for students with identified learning needs. Students with learning needs (remedial, enrichment and extension) are being identified early and teachers, in consultation with the school counsellor or external parties (if need be), are becoming increasingly involved in planning and supporting learning directions, in consultation with parents. Positive teacher–student relationships exist and these of course, are critical for learning to occur. This relationships involves showing students that their teacher cares for their learning as a student, can see their perspective, and communicate it back to them so that they have valuable feedback to self–assess, feel safe, and learn to understand others and the content, with the same interest and concern.

Leading

Our school has focused on productive and supportive partnerships with parents and community organisations. We strongly believe every face has a place, every voice is heard, every effort is valued and every success is shared. Our parents are 'shared partners' who are supportive and value the importance of encouraging students to become life–long learners. They are committed to the school's strategic directions and practices, to achieve educational priorities.

Our school's communication practices and processes are responsive to school community feedback and provide explicit information about the school's functioning to promote on–going improvement. The school promotes an open–door policy for school community participation and offers many opportunities during the course of the school year for parents to engage, enjoy and celebrate their child's learning. Staff are firmly committed to ensuring that communication with the school community is timely and responsive to ensure on–going improvement, while promoting the schools sense of 'community'.

Strategic Direction 1

21st Century Visible Learning

Purpose

The focus of Strategic Direction 1 is 21st Century Visible Learning. Its purpose is to:

- Ensure consistently high levels of achievement in literacy and numeracy is visible throughout the school;
- Design learning programs which utilise formative assessment data through assessment practices which are differentiated, purposeful and engaging, and directly related to each student's stage of learning;
- Deepen student learning through visible, authentic, relevant and meaningful peer and self assessment practices.

Overall summary of progress

During 2016, staff focused on ensuring differentiation occurred for students. Adjustments were recorded and made for those with learning needs and conversely, students whose learning required enrichment or extension. Teachers were also able to provide specific alternatives for small groups of students to learn as deeply as possible without assuming that one student's road map for learning is identical to another's. Regular data on the achievements, progress, strengths and weaknesses of individual students were used in all classrooms to make judgements about individual needs and to personalise teaching and learning activities. Student engagement was high and substantial growth occurred for the majority of students over the school year. Our three-class structure, incorporating the principles of differentiation, is well-supported by members of the school community as it has proven to be very successful in addressing the needs and interests of all students.

An English Assessment Schedule was developed but the development of a Whole-School Assessment Policy (planned for 2016) was delayed due to our journey into Visible Learning in 2017 when our knowledge, understanding and practice of *Assessment For, Of and As Learning* is further developed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All Year 3 students in 2014 meet or exceed state average growth in Year 5, 2016 NAPLAN;• All Year 5 students in 2016 meet or exceed state average growth in Year 7, 2018 NAPLAN; and• With the exception of students identified as having high support needs, all students K–6 sit within or beyond grade appropriate clusters on the literacy and numeracy continuum.	<ul style="list-style-type: none">• 2014 year 3 students exceeded state average growth in Year 5, 2016 NAPLAN in all assessed areas – Reading, Spelling, Grammar & Punctuation and Numeracy.• With the exception of students identified as having high support needs, 87% of our students are within or beyond grade-appropriate clusters• School has an agreed menu of research-based differentiation strategies that can be applied across all areas of learning.• Differentiation is a key consideration and implemented in all classes• Teachers are confident in implementing differentiation strategies in their classrooms.	Employment of third teacher FTE: 0.8 <ul style="list-style-type: none">• RAM (\$21 302)• P & C (\$7000)• SCHOOL FUNDS(\$2000)

Next Steps

In 2017, there will be a whole school focus on the implementation of **Visible Learning** practices across our three strategic directions. In 2017 therefore, the wording of our three strategic directions was adjusted to incorporate the term, **'Visible'**. Our first strategic direction will now be known as **21st Century Visible Learning**.

Our three-class structure will continue, enabling teachers to gain further knowledge, skills and experience in teaching and assessing to deliver differentiated instruction. Whole school professional learning will focus on the implementation of Visible Assessment practices ensuring that teachers understand the key principles of data – informed classrooms. Professional Learning will occur in using the NSW English and Mathematics Syllabus to create learning goals and success criteria. All English and Mathematics lessons will have Learning Goals aligned to evidence-gathering tasks and explicit success criteria. In addition, lessons will incorporate strategies for students to actively monitor and evaluate their own learning, and for staff to check for understanding in order to provide timely feedback.

Our success will be measured through student performance in NAPLAN, PLAN, Best Start, class assessment tasks, program supervision, the use of Hattie's Effect-Size Calculation, data collection and analysis of Visible Learning practices.

Strategic Direction 2

Visible Leadership and Teacher Development

Purpose

The focus of Strategic Direction 2 is Visible Leadership and Teacher Development

- Ongoing improvement in student outcomes through informed evidence – based, **Instructional Leadership** and the continuous development of a skilled, effective and professional teaching workforce, demonstrating **currency in pedagogical practice**.

Overall summary of progress

Our continued school-wide focus on improvement and achievement in literacy and numeracy through professional learning, has enabled us to achieve significant progress in this strategic direction. Teachers are transferring knowledge from professional learning into practice.

In order to meet the diverse and changing needs of students, we continued to build staff capacity throughout 2016. Two teachers completed 40 hours of on-line professional learning in Personalised Learning. As a result of this learning, teachers were supported in implementing adjusted assessment processes and teaching and learning activities, in order to meet the specific needs of students requiring additional support. In addition, teachers were also supported in building learning environments that offer a range of effective teaching strategies and adjustments, to improve the outcomes of all students.

The teaching-principal facilitated the provision of expert knowledge of identified research and evidence-based programs to colleagues. Professional learning specifically focused on John Hattie's concept of Visible Learning – the development of learning intentions and the key principles of success criteria. During Semester 2, teachers started to implement learning intentions and success criteria in their classrooms and are beginning to see themselves as visible learners. High quality, evidence-based frameworks will continue to be embedded within classrooms during 2017.

The continued implementation of the Performance and Development Framework has also led staff to engage in a much deeper reflective process that is guiding the on-going professional development of all staff, at an individual and collective level, which in turn, is supporting the on-going improvement of student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• By 2017, all staff meet or exceed the proficient level of Australian Teaching Standards.• Annually, staff will develop, implement and evaluate their Performance Development Plans reflecting a commitment to effective teaching and practice, through professional learning.• Students demonstrate growth of .4 using Hattie's effect size calculator in writing and mathematics assessments.• The % of students able to articulate what they are learning and how to succeed in the lesson, will show continuous improvement.	<ul style="list-style-type: none">• Extensive Professional Development for staff – teachers engaged in 40 hours of on-line professional development in Personalised Learning• Teachers have further developed their understanding and ability to recognise indicators for learning difficulties, and adjust learning programs accordingly.• Two School Development Days focused on Visible Learning• Teachers have enhanced their capacity to collect and reflect on evidence that provides insight into the effectiveness of their practice, which informs professional growth• Teaching Principal attendance at professional workshop on Lesson Observations and Feedback• Staff development of Performance and Development Plans (PDP's) which were aligned to the Australian Teaching Standards and School Plan priorities, and which embed the Australian Curriculum in planning, teaching and assessment.• Review and full implementation of the NSW Science and History syllabus;• Development of a whole-school Mathematics Scope and Sequence; and	Professional Learning Funds: \$8613

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • By 2017, all staff meet or exceed the proficient level of Australian Teaching Standards. • Annually, staff will develop, implement and evaluate their Performance Development Plans reflecting a commitment to effective teaching and practice, through professional learning. • Students demonstrate growth of .4 using Hattie's effect size calculator in writing and mathematics assessments. • The % of students able to articulate what they are learning and how to succeed in the lesson, will show continuous improvement. 	<ul style="list-style-type: none"> • Development of a K–6 Assessment Schedule in Literacy which includes pre and post assessment tasks, and the analysis of PLAN and NAPLAN data. • Strengthening of digital fluency across all year levels and learning areas as appropriate. • Promotion of intentional teaching to develop skill, competency and application of technologies across all year levels and in all learning areas. • Development of an ICT Scope and Sequence. K–6. 	

Next Steps

In 2017, this strategic direction will now be known as **Visible Leadership and Teacher Development**.

Staff Performance and Development Plans will be collaboratively developed, reviewed, supported and appropriately documented. Staff will participate in strategic Professional Learning in three areas – Explicit Instruction, Feedback and the Use of Data. This learning will develop staff capacity to effectively implement evidence-based professional practice. It will be led through Principal review of research and Professional Development with an external coach.

- Explicit Instruction – Effective teacher practices will ensure that students have clear instruction on what is expected of them, and what they need to learn from tasks. It will ensure that students are given time to engage with the learning process, ask questions and obtain clear teacher feedback.
- Feedback – Professional Learning will develop staff understanding of effective feedback practices: feedback that focuses on improving tasks, processes and student regulation.
- Use of data – Teachers will design and implement effective formative assessment in order to obtain useful data which they can use to adapt and inform their teaching practice.

Our success will be measured through formal and informal lesson observations, structured data and feedback from our Learning Coach, program reviews and teacher reflection.

Strategic Direction 3

21st Century Visible Partnerships

Purpose

The focus of Strategic Direction 3 is 21st Century Visible Partnerships. Its purpose is to:

- Make strategic and deliberate use of partnerships with families, local business and community organisations to access intellectual, physical and/or other resources not available within the school, for the purpose of enhancing student engagement, thus improving student outcomes.

Overall summary of progress

MPS recognises the benefits of building positive parent, community and external partnerships and as a result, consultative and productive relationships with stakeholders continued in 2016. All partners were committed to the school's strategic directions and practices, to achieve our educational priorities.

The school made deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within a wider community, in order to improve student outcomes.

In addition, the profile of our P&C was dramatically lifted during 2016 as a result of our partnership with Christoph Nagele, creator of *My Gunnedah* website. Our continuing and highly successful partnership with the Gunnedah Conservatorium of Music, enabled us to establish even more extended and successful community relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Attendance at and minutes of Learning Support Meetings demonstrate the ongoing commitment to improvement of learning opportunities and well being of students. • Semester review of student plans demonstrates evidence of achievement of goals in Individual Education Plans • Evaluation Reports developed by independent partners 	<ul style="list-style-type: none"> • Successful communication with families in regard to planned classroom programs, school expectations, extra-curricula activities, school events and achievements through the weekly school newsletter and ensuring that all of our school families and staff, are connected to our new school communication app – Class Dojo; • Our three strategic directions constitute the footer of every weekly school newsletter, ensuring consistent parent awareness of our priorities; • Profile of the P&C raised through production of a series of short videos highlighting the exceptional work of the P&C and their importance as 'shared partners' in education • Dual celebration and fundraiser – Official opening of the MPS kitchen and Biggest Morning Tea –Promotion of the P&C's major fund-raising initiative through distribution of pamphlets, publication on Facebook and a school community interview broadcast on ABC radio. Half of these funds were donated to the Westpac Helicopter Service; • Production of a student, staff and parent ABBA Spectacular in partnership with staff at the Gunnedah Conservatorium of Music and Mullaley Preschool; and • Working in Partnership with Centre-Link to employ parents on a voluntary basis to work in the school for 15 hours per week – one is now studying to obtain a Learning Support Officer's Certificate 	
<ul style="list-style-type: none"> • Annual parent and student 		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
feedback through surveys, interviews and focus groups Additional Measures: Parents increasingly involved in educational experiences, such as planning, finance and evaluation, both at school and on excursions.		

Next Steps

In 2017 this strategic direction will now be known as **21st Century Visible Partnerships**.

This year we will be hoping to seek resources, human and financial, to create effective partnerships with the P&C, local and like – schools and wider community groups.

Our weekly newsletters will appeal to the school and wider community. Each will contain:

- The purpose and direction of student learning at MPS;
- Department of Education directions, priorities and initiatives. This will also occur at P&C meetings;
- Student, Parent, P&C and Community achievements and successes;
- School articles and work samples; and
- School and community events events which particularly encourage student and parent participation in local events.

In addition, the school hopes to identify potential DoE and community partners on the basis of their capacity to contribute to improved student achievement or well-being. Our identified partners will be involved in collaborative planning and will be committed to the purposes and objectives of the partnership.

Our success to evaluate whether our partnerships are having their intended impact in improving outcomes for students will be measured through evidence collected in surveys, focus groups and interviews.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Supported Strategic Direction 1: 21st Century Differentiated Teaching and Learning <ul style="list-style-type: none"> • Supported the creation of a three–class structure operating four days a week which greatly supported the literacy and numeracy needs of identified Aboriginal students as a result of small group instruction and individual class support • All staff and students share a knowledge and appreciation of the history and culture of our Aboriginal culture. 	\$2253.30 (Flexible Funding) FTE 0.8 Teacher employed to support three–class structure
Low level adjustment for disability	Supported Strategic Direction 1: 21st Century Differentiated Teaching and Learning <ul style="list-style-type: none"> • Supported the creation of a three–class structure operating four days a week. Majority of our students are achieving at, above or well above stage and state expectations Learning Assistance provisions – <ul style="list-style-type: none"> • Multi–Lit students were targeted based on reading assessments and supported to close learning gaps. This intervention showed improvements in Literacy outcomes for targeted students 	\$3205.00 FTE 0.8 Teacher employed to support three–class structure FTE: 0.2 Teacher employed to provide Release as a result of three–class structure
Socio–economic background	Supported Strategic Direction 1: 21st Century Differentiated Teaching and Learning <ul style="list-style-type: none"> • Supported the creation of a three–class structure operating four days a week • Additional learning support provided for the K–1 classroom • Differentiation is evident in all classrooms as well as in teaching and learning programs 	\$10 202.00 (FTE 0.1)
Music program	Supported Strategic Direction 1: 21st Century Partnerships <ul style="list-style-type: none"> • Funding has strengthened partnerships between the school, the wider community and the Gunnedah Conservatorium of Music. • Funding has assisted in lifting the profile of the school as well as our P&C • Promoted the achievements of the school to a wider community audience and assisted in the continued development of a positive and inclusive school culture • Outstanding individual and group achievements during the course of the year. 	\$5000 (RAM)
Professional Learning	Supported Strategic Direction 2 A clear focus on teacher and leadership learning <ul style="list-style-type: none"> • Increased staff understanding of the concepts of Visible Learning leading to further interest and timely implementation in 2017 	\$5356.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	12	17	19	19
Girls	13	12	15	18

Enrollments are showing a small, but steady increase from year to year.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	95	90.9	95
1	92.6	96.5	92.5	95.5
2	98.3	95.1	93.4	96.6
3	94.4	98.9	92.3	96.3
4	96.6	100	98.9	96.1
5	96.6	97	94	97.8
6	96.6	98.9	96.7	95.8
All Years	95.6	96.4	93.3	95.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

*Full Time Equivalent

During 2016, no employed member of Mullaley Public School identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

The teaching staff at Mullaley Public School participated in a number of professional learning experiences designed to build teacher and leadership capacity. We presently have one new scheme teacher who is maintaining accreditation at Proficient Level.

The following professional learning was undertaken by all staff during 2016:

- CPR and Anaphylaxis
- Child Protection
- Code of Conduct
- Visible Learning –Evidence–based Learning / Assessment for Learning
- Visible Learning – Developing Learning Goals and Success Criteria

In addition, staff attended the following individually identified professional learning opportunities:

- Personalised Learning (OTL)
- Lessons Observations and Feedback – Eric Frangenheim
- Implementation of the A–Z Policy Tool
- Principal Conferences

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	27 520.08
Global funds	78 491.16
Tied funds	25 272.17
School & community sources	29 118.34
Interest	575.22
Trust receipts	443.50
Canteen	0.00
Total income	161 420.47
Expenditure	
Teaching & learning	
Key learning areas	35 846.21
Excursions	6 396.80
Extracurricular dissections	5 068.79
Library	1 061.40
Training & development	0.00
Tied funds	31 504.23
Short term relief	12 797.38
Administration & office	25 390.60
School-operated canteen	0.00
Utilities	10 396.38
Maintenance	7 261.06
Trust accounts	443.50
Capital programs	0.00
Total expenditure	136 166.35
Balance carried forward	25 254.12

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

At Mullaley Public School the number of students in Year 3 and Year 5 completing the National Assessment Program in Literacy was not great enough that students could not be individually identified through comments on these results. Generally however, our Year 3 and Year 5 results in NAPLAN were extremely pleasing with quite a number of outstanding results recorded by students.

At Mullaley Public School the number of students in Year 3 and Year 5 completing the National Assessment Program in Numeracy was not great enough that students could not be individually identified through comments on these results. Generally however, our Year 3 and Year 5 results in NAPLAN were extremely pleasing with quite a number of outstanding results recorded by students.

Parent/caregiver, student, teacher satisfaction

Students stated that they enjoyed coming to school each day. They particularly like the open spaces which enables them to play small team sports and the undercover areas, which allow play to occur when the weather is not the best. The older students enjoy growing and tending to their vegetable and crop gardens. All believed that being part of a small school was great because it gave all students an equal opportunity to participate in a range of opportunities and learning experiences. All students enjoyed their classroom learning particularly in the areas of maths, visual arts, music and science. The older students enjoyed the extension programs offered to them in maths and all students particularly enjoyed participating in science experiments. A number of the older students enjoy assisting the younger students in the playground, while the younger students really like being helped and guided by the older students. All students were comfortable and happy to be in an environment that is not stratified by age. Students commented that they enjoy seeing their parents at school but it was sometimes embarrassing if they found themselves in trouble whilst their parents were visiting. All students liked having the Mullaley pre-school visit and participate in school events.

Students would like to see an extension of the crop and vegetable plots and the older students would like to see a more efficient irrigation system in place for watering of these plots. Some of the younger students would like to see sheep and cattle in the school. All students

would like to have their own laptop so that that they are not having to continually borrow from other classes. The older students would like to see some play equipment purchased which is more appropriate for their age and size. Some students would also like to see a variety of sporting activities offered on Fridays instead of the same sport for ten weeks of each term. The younger students had quite a list of purchases for school improvement including scooters to ride on the cement, swings, a trampoline, pet goats to pat and look after and potty calves. In general the younger students would like to see a domestic zoo located in the school grounds.

Parents and carers commented positively on the teaching and learning that was occurring in the classrooms and the fact that staff were interested and accessible when it came to communicating about their child's learning. They were also very appreciative of the fact that we have a staff very dedicated to the improvement of student outcomes. Most parents and carers also felt comfortable coming to staff with issues of concern. All appreciated the many opportunities offered to their children in extra-curricula areas but expressed concern in regard to the demand placed upon them to transport their children to and from activities. All greatly appreciate the introduction of Class Dojo which has been a highly successful tool of communication between parents, carers and staff.

Staff enjoy working at Mullaley Public School and appreciate the strong collegial support that exists. All have high expectations for student achievement and behaviour. Staff value the efforts of parents and students in ensuring that learning times are respected. All staff agreed that the P&C was extremely supportive and a highly valued partner in education at the school. Staff also reported that parents were friendly, approachable and very supportive.



Policy requirements

Aboriginal education

Mullaley Public School has continued to maintain a strong commitment to supporting Aboriginal students and embedding indigenous perspectives across the curriculum in the following ways:

- Students are provided with experiences that develop a deep understanding and acknowledgement of Aboriginal culture;

- As a sign of respect, students always commence formal assemblies with the Acknowledgement to Country;
- Classroom learning programs incorporate the study, celebration, appreciation and understanding of Australian Aboriginal culture;
- Inclusive teaching practices recognise and value the backgrounds and cultures of all students in all schools; and
- Tolerant attitudes towards different cultures, religions and world views are promoted.

Multicultural and anti-racism education

Multicultural Education relates to a wide range of school activities that involve students in opportunities that encourage understanding, tolerance and acceptance for those who are from different cultures and backgrounds to themselves.

Our teaching and learning programs have maintained strategies to encourage students to look at cultures beyond their own and develop understandings of cultural, linguistic and religious differences in others. Literacy and History provides the vehicle at Mullaley Public School to study other cultures, encouraging attitudes of respect for diversity.

One staff member is currently trained as an Anti-Racism Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.