

Mullion Creek Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Mullion Creek 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.

Sally Beer

Principal

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Message from the Principal

Mullion Creek Public School is an inclusive school. It prides itself on the diverse and inclusive educational programs offered in the learning environment. Students at Mullion Creek are resilient, respectful and responsible learners. Our whole school community and staff are committed to developing students who always strive to achieve and perform to their very best in all areas of school life.

The annual school report provides a detailed account of the progress the school has made in providing high quality educational opportunities for all students through the use of funds and key strategic directions. The provision of quality teaching and learning programs for all students is evident across the school.

The school has a skilled and dedicated staff who work tirelessly to nurture and encourage each student to strive to do their personal best. The staff have been involved in a variety of professional learning including Resilience Training, PIAN, WOW, Robotics, STEM, TEN and coding.

Mullion Creek Public School continues to sustain a strong partnership with our P&C and local community working in partnership to provide extra resources for enrichment programs that enhance our school curriculum. Mullion Creek continues to achieve excellent results on the sporting field, in the creative arts and in the academic arena. Students have represented at regional, state, national and international level.

I am very proud of the many diverse and incredible achievements of the students at Mullion Creek Public School and acknowledge the many volunteers and professional and dedicated teaching and support staff. I am extremely grateful to have a truly talented team of professionals who work cooperatively to go above and beyond every single day.

Message from the school community

2016 was an extremely busy year for our active P&C, holding many different fundraisers to help support our little school. We started off with a Cadbury fundraiser, and catered for a teachers' event. We held raffles, cake stalls, catered for the miniature trains on a monthly basis, held a comedy night, in addition to holding our annual mothers' day and fathers' day.

The success of 2016 wouldn't have happened without a wonderful P&C and community as a whole to support us. Whether it was baking a cake, chopping wood for the raffle, or flipping a sausage the community as a whole has made 2016 a successful year.

During 2016 the P C contributed 10 new laptops to the school, and have made a number of contributions to school excursions to help support our local families. We are also excited to be well on our way to our next goal of acquiring new playground equipment for the children.

Once again, whether you were an office bearer, a parent or community member who helped or donated goods, or someone who supported one of our many fundraisers we greatly appreciate your time and support. We look forward to making 2017 another successful year for our fantastic little school.

School background

School vision statement

At Mullion Creek Public School, we believe in “Striving for Success” within an inclusive environment so that students reach their true potential and become confident, creative individuals, who are prepared to embrace 21st century changes to build our community for today and tomorrow.

School context

Mullion Creek Public School is situated in a semi-rural setting 17kms from the City of Orange. From humble beginnings in a tent school in 1881, our school and community are proud of the progress achieved and excellent amenities now available for students. Pupils are given every opportunity to compete equally with students at larger city schools whilst still enjoying their rural lifestyle.

The school provides a dynamic and caring educational environment in which all students access quality educational programs within a varied and balanced curriculum. In recent years, major initiatives in the areas of literacy, numeracy, student wellbeing, technology, sport and creative arts has brought about widespread recognition of excellence within the school and the wider community.

The school maintains a culture which is based upon continuous improvement and quality service. The school staff continually enhances students' educational opportunities with the assistance of a highly interested, committed parent body.

Enrolments have remained steady over the last ten years and it is anticipated that student numbers will increase in future years as Mullion Creek is now the fastest growing area of the Cabonne Council.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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.

In the Learning Domain Mullion Creek Public School has focused on learning culture, wellbeing and curriculum and learning. The school's ongoing focus on ensuring a positive learning culture among all stakeholders has ensured continued progress. Wellbeing underpins every part of schooling at Mullion Creek and has been built on to provide a culture of trust, respect and resilience. As a result, students show increased resilience when dealing with peer issues and increased engagement in learning, as they have greater capacity to work through issues in their learning. The school focuses on addressing individual learning needs by working closely with parents and carers once each student's learning needs are identified. In 2016 the school successfully worked with Aboriginal parents to engage them in their child's learning at the school.

In the Teaching domain Mullion Creek Public School has focused on collaborative practice, learning and development, and professional standards. Staff have worked with other small schools in our learning community to embed best practice in their teaching and learning in literacy. Support to increase consistent teacher judgement, use of a multimodal approach and collection of data to inform staff on student skill development have been important aspects of this approach. Staff attendance at targeted professional learning has resulted in increased skill development in students and greater capacity in staff to make informed evidence-based teaching and learning programs. Staff have worked to ensure a whole school approach to programs, initiatives and practices that are part of our school priorities. This has brought about increased student engagement and increased capacity building in all staff members to deliver targeted programs across the school.

In the Leading domain Mullion Creek Public School has focused on leadership and school resources. Our strong focus on engaging with community in the many school-related activities has ensured a strengthening partnership with school community. Students and staff have continued to build on and develop leadership capacity through a variety of avenues, this has recognised that leadership development at all levels is central when working towards excellence. The school leadership team has recognised the importance of development and capacity building of all staff to create a dynamic learning culture within the school. Flexibility in using the resources and spaces available has ensured the continued

growth of the school and implementation of school priorities in all areas of learning for the 21st century. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners.

Purpose

- To support all students to become competent and creative learners to reach their full potential.
- To develop whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.
- To develop and share collaborative school programs with other schools, increasing teacher and student capacity for 21st century learning.

Overall summary of progress

The school continues to maintained its focus on improved learning outcomes for all students. During 2016 progress was made in the following ways:

- Development of thematic units of study and professional learning for all teaching staff occurred in stage groups to support the development of consistent professional teacher judgement when looking at student work samples linked to the continuums.
- All teaching staff participated in the WOW (Writers Out West) program with professional learning delivered and supported by an instructional leader.
- Training for staff in the use and features of the Planning Literacy and Numeracy (PLAN) application.
- Continued professional learning in the new NSW curriculum syllabus, especially in geography and history and the development of a scope of sequence. Professional learning on a whole school scale was undertaken by teaching staff in developing and planning scope and sequences in line with the new syllabus of geography and history.
- Targeted Early Numeracy (TEN) training was provided for staff and with full implementation in Kindergarten and Year 1 in 2016.
- Robotics days were led by students to support learning of other students from six small schools, as well as staff from Blayney High School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students actively engaged in meaningful, challenging and future-focused learning experiences.	<p>Year 3 and Year 5 NAPLAN data and school based data reflected individual growth in writing, grammar and spelling.</p> <p>Kindergarten and Year 1 student numeracy skills showed increased understanding of number against the continuum.</p> <p>The PLAN application is now being used across the whole school and staff have commenced using PLAN to inform teaching and learning.</p>	<p>\$3,050</p> <p>School Funds</p>
Students achieving as learners, leaders and responsible, productive citizens.	<p>Student leadership and mentoring skills were applied through the mentoring of students from other schools in learning coding and robotics.</p> <p>A pilot program with students in Years 4 to 6 commenced, developing personal learning goals and learning to do self-evaluations.</p>	
Staff engagement in relevant professional development linked to personal goals.	<p>Full implementation of the performance development plans of all staff linked to school priorities.</p> <p>Staff were trained in trauma and resilience to be</p>	<p>0.038</p> <p>Quality Teaching Successful Students Staffing</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff engagement in relevant professional development linked to personal goals.	<p>more able to effectively support students at risk.</p> <p>TEN training undertaken by staff, with the program implemented in Kindergarten and Year 1.</p>	
Shared practices with other schools linked to Instructional Leader programs.	<p>Student writing reflected a greater understanding of genre structure and elements required to engage an audience.</p> <p>A whole school initiative in professional learning with an instructional leader, across several small schools' staff, to improve identified literacy strands of writing and spelling.</p> <p>Shared practice in development of stage thematic units using multimodal texts.</p> <p>Increased consistency in professional teacher judgement through shared practice.</p>	<p>\$3314</p> <p>WOW Grant</p>

Next Steps

This section includes future directions for 2017 and ensures the three year plan remains on track to provide high quality educational outcomes for all our students

- Expanding collaborative opportunities, classroom practice observation, feedback and peer coaching across stages and across schools.
- Introducing 'I can' statements linked to the literacy and numeracy continuums to enable students to identify learning goals.
- Implementing three way learning conversations to empower students in sharing their learning successes and goals.
- Continuing to develop shared experiences and practices in collaboratively developed professional learning across three schools in the learning community.



Strategic Direction 2

Lead whole school practices enabling all students to be highly engaged in schooling, emotionally aware and technologically competent.

Purpose

- To improve students social and emotional wellbeing.
- To develop technologically competent students.
- To build leadership skills to improve student engagement in a positive school environment.
- To develop individual professional learning plans with staff to support all staff in meeting educational needs of students.
- To focus financial resources to improve student learning outcomes.

Overall summary of progress

In pursuit of excellence in this area the school has:

- Purchased and provided training and development for staff in iPad use in classrooms and appropriate apps to complement their teaching and learning programs.
- Provided selected teaching and support staff with opportunities to attend Science, Technology, Engineering, Arts and Mathematics (STEAM) professional learning to build knowledge and capacity.
- Professional learning and implementation of Resilience program – Friends for Life in Years 2 to 6.
- Implemented Sporting Schools initiatives including swimming, tennis, hockey, rugby and cricket throughout the year with specialist coaches and clinics to support student wellbeing.
- Reviewed and refined the teaching of STEAM to ensure a whole school approach in knowledge and skills development.
- Purchased new information technology (laptops) for student classroom use and EV3 robotics to support whole school robotics program.
- Provided professional learning opportunities for staff to learn the fundamentals of coding, robotic programming and implementation of programs across school and to discuss the benefits it brings to learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students engaged in 21st Century Learning methods.	<p>Differentiation of students' learning using technology in literacy and numeracy, leading to increased engagement in learning activities and opportunities to promote independent research and problem solving.</p> <p>Improved strategies for problem solving, creative thinking and working cooperatively through implementation of STEAM programs across the school. There has been increased student engagement and increased participation in external competition – ROBOCUP. Positive feedback was provided by parents who participated in the robotics workshop.</p> <p>92% of students are confident in using technology independently embedded in the teaching and learning programs.</p> <p>Students in Years 2 to 6 participated in resilience programs, developing effective strategies in dealing with change and situations that take them out of their comfort zone.</p>	<p>\$21,432</p> <p>School Funds</p> <p>\$6,600</p> <p>Sports Grant</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students engaged in 21st Century Learning methods.	Increased fitness levels and participation levels across all sports in and out of school.	
Staff engaged in professional development to develop relevant programs for 21st Century Learners.	Staff increased understanding of coding and STEAM and its links to addressing student outcomes. Support staff gained increased skills in supporting robotics programs in learning through formal training and on-the-job observations.	\$780 Professional learning
Student and staff leadership skills recognised.	Increased presence of student leadership in playground and school day-to-day activities. Staff mentoring and sharing knowledge and expertise across learning community through robotics and WOW writing program.	\$2,100 <i>Strategic Direction 1</i> WOW Grant

Next Steps

The future directions for 2017 in this strategic direction include:

- Introduction of fundamental movement skills as a whole school program in support of the increased physical activity of all students.
- Expansion of the STEAM program to increase differentiation of activities offered to students including the inclusion of a MakeASpace.
- Continuing the school's support of parents through the offering of a range of Tinker Meets where by parents can not only hear about programs but will also have the opportunity to be learners in that program.



Strategic Direction 3

Lead and prepare staff, parents and community members for the successful introduction of LMBR system, school planning and reporting and investigate upgrade of administration and school facilities.

Purpose

- To introduce staff to new LMBR systems (SALM: Student Administration, Wellbeing, Student Management and Student History), (SAP: Finance and HR/Payroll) and Oliver (Library).
- To prepare for transition to the new LMBR program.
- To develop staff confidence and skills when using the new systems and adapt to the changed business processes.
- To develop school planning and reporting process.
- To ensure a safe, healthy environment for staff and students by upgrading school facilities to meet Work Health and Safety requirements.

Overall summary of progress

With this strategic direction this has been the preparation year for Mullion Creek Public School with LMBR and implementation with the new library system. With the school administrative manager attending a series of sessions on the roll out of the school's new finance system (SAP) and student management system (SALM).

Steps have commenced to ensure the school's technology meets the compliance standards for the new systems. Teaching staff have commenced their initial training attending professional learning on financial management, new terminology and processes in readiness for the changeover.

The school has, as a NSW public school, implemented and staff have undertaken training in the new library system Oliver. This web based resources management system offers students and staff an opportunity for anywhere, anytime access to a full range of digital media.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff engagement in LMBR training and its implementation. Replacement of administration programs for easy implementation of LMBR.	Staff are aware of the actions that the school will require for full implementation of the new systems. School executive have increased awareness of what the new systems will bring and school processes that will require modification.	
Engagement of P&C Association and DoE to direct the planning of and replacement of administration building.	Refurbishment of front office initially targeted by the P&C Association was undertaken by the Department of Education. All costs associated with the building work and refurbishment were provided by the department.	Capital works Department of Education
Newly embedded practices will be the LMBR program and the successful organisation of school administration practices and finances.	All teaching staff trained in the use of OLIVER to support learning in their classrooms. Teachers implementing and using OLIVER and supporting students' skill development in the system. The existing school processes linked to the financial aspects of the operation of the school have been actioned. This includes a full stocktake of all school resources. The school has undertaken preparatory work ensuring technology compliance in preparation for	\$2,000 School Funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Newly embedded practices will be the LMBR program and the successful organisation of school administration practices and finances.	the implementation of the new systems.	

Next Steps

Mullion Creek Public School has the following planned for 2017:

- Ensure successful implementation of the new standardised finance system (SAP) by extending the successful approach being used for the introduction of other technology changes used in previous years.
- Develop a deeper understanding of processes relating to the impact of initiatives and to develop processes to support its effective implementation in the school.
- School executive to complete the extensive training in the finance and student administration systems, ensuring professional learning for the whole school team.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic Directions 1 and 2</p> <p>Students were able to access opportunities, educational materials and cultural celebratory days to ensure full engagement in areas identified in personalised learning plans.</p> <p>Aboriginal students have a personalised learning plan (ILP) and are making progress as measured by the literacy and numeracy continuums.</p> <p>School learning support officer assistance is made available in the classroom to provide additional help.</p>	<p>\$1899</p> <p>Aboriginal background loading</p> <ul style="list-style-type: none"> Aboriginal background loading (\$0.00)
Low level adjustment for disability	<p>Strategic Directions 1 and 2</p> <p>Teacher allocation of 0.5 is utilised with small groups, based on learning needs.</p> <p>All students requiring adjustments and accommodations are catered for within the school. Identified students were referred for learning support, in addition to students on recurring monitoring.</p> <p>A school learning support officer was utilised to support the implementation of individual student's programs.</p>	<p>0.5</p> <p>Staffing allocation</p> <p>\$1,965</p> <p>Low level adjustment for disability</p>
Quality Teaching, Successful Students (QTSS)	<p>Strategic Direction 1</p> <p>Opportunities were created to allow staff time to collaborate across stages and undertake classroom observations in identified programs.</p>	<p>0.038</p> <p>Staffing allocation</p>
Socio-economic background	<p>Strategic Directions 1 and 2</p> <p>Students are able to access to a wide range of educational experiences aimed at extending their knowledge.</p> <p>Extra assistance is also provided in the class learning environment through the employment of school learning support officers.. This resulted in increased student participation and engagement leading to an improvement in learning outcomes.</p>	<p>\$2168.88</p> <p>Socio-economic background</p>
Sporting Schools	<p>Strategic Direction 2</p> <p>Increase in the participation rate of young people in physical activity. All students accessed programs in a variety of sports including tennis, swimming, hockey and rugby union. This raised students' levels of physical competency in the accessed programs.</p> <p>Teacher time and expert coach provided to support skill acquisition.</p> <p>Increased fitness and whole school participation ensured skillsets were developed.</p>	<p>\$6,600</p> <p>Sporting Schools Grant</p>

Community consultation funding

Strategic Direction 1

Remaining funds from 2015

An opportunity was provided for parents to learn more about the schools robotics program through a practical workshop.

Art show hosted for parents to see visual arts skills and development.

P&C collaboration with the local progress association.



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	18	24	21	32
Girls	19	17	18	24

The increase in student enrolment is mostly due to a change in demographics in the school area. More families have moved to Mullion Creek and now live on blocks near the school.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.7	96.5	94.8	98.2
1	93.9	93.3	98.3	96.6
2	96.9	93.2	95.1	94.5
3	95.5	96.1	96.2	93.6
4	91	93.8	95.6	95.4
5	90.3	93.5	96.6	91.4
6	98.9	85.5	96	96.6
All Years	93.8	93.6	96	95.4
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

Management of non-attendance

The school places significant importance on regular attendance. In partnership with parents and carers, attendance at school continues as a priority. Ensuring students attend regularly and minimise time lost with appointments has been improved in partnership with parents and carers.

The benefits of regular attendance are discussed in school newsletters. Parents are encouraged to contact

the school if their children are absent and letters are sent home if there is a two day absence from school. If required, support from the home school liaison officer is available.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration & Support Staff	1.9
Other Positions	0.63

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, no members of the workforce identify as being of Aboriginal or Torres Islander descent.

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

All teaching and support staff at Mullion Creek Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of the key priorities as set out in the School Plan. As well, staff have been involved in professional learning programs that have built skills and knowledge in nominated mandatory areas.

Mullion Creek Public School has one teacher maintaining accreditation at Proficient level. During 2016 there were no beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient or teachers seeking or maintaining voluntary accreditation at Highly Accomplished or Lead.

School Development Days provide an opportunity for school staff to continue their learning. This year the learning included:

Term 1: Mandatory training in Child Wellbeing and Code of Conduct, Anaphylaxis and whole school programming and reviewing of the School Plan.

Term 2: Participating in the Writers Out West (WOW) program whilst administrative staff undertook learning in upcoming new systems.

Term 3: Teaching and support staff joined other Pre2 staff schools to learn more about trauma and resilience to effectively help support students at risk. The administrative staff participate in a day of learning conducted by SASSPA.

Term 4: On day one all teaching and support staff attended First Aid and Anaphylaxis training while on the second day work was on teaching and learning, specifically reviewing and designing units of work and teaching programs.

Other learning undertaken included:

- Principal attended the Orange Network meeting with discussions around the School Plan, School Milestones and Excellence Framework and school funding
- K–1 teacher trained in The Targeted Early Numeracy (TEN)
- 2 staff trained in the use of WeDo Lego and its associated programming
- 1 support staff member and principal trained by MacICT in the basics of EV3 Robotics
- Support staff completed online training in the new library system, Oliver
- Working through a project called Writers out West (WOW) teachers were involved in developing skills for consistent teacher judgment
- School administrative manager attended a number of SASSPA events including their conference. Learning in the requirements for the implementation of LMBR has also commenced.

During 2016 \$5672.03 was expended on teacher professional learning. This equates to an average expenditure of \$1418.00 per teacher.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	199 938.27
Global funds	66 460.65
Tied funds	42 190.99
School & community sources	58 174.71
Interest	3 833.43
Trust receipts	1 858.00
Canteen	0.00
Total income	372 456.05
Expenditure	
Teaching & learning	
Key learning areas	29 274.36
Excursions	23 696.02
Extracurricular dissections	8 972.07
Library	2 144.21
Training & development	577.67
Tied funds	62 145.31
Short term relief	4 454.50
Administration & office	41 636.10
School-operated canteen	0.00
Utilities	7 863.28
Maintenance	4 698.19
Trust accounts	6 785.35
Capital programs	0.00
Total expenditure	192 247.06
Balance carried forward	180 208.99

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.

The small numbers of students undertaking the test, prevent comment on the percentages due to privacy of the students. Generally, in Year 3 writing, spelling and grammar and punctuation were positive while in Year 5 reading and spelling were positive..

The school, through its focus on writing in 2016, noted that students' writing reflected a greater understanding of genre structure and elements required to engage an audience.

School data in spelling and reading comprehension showed all students made gains from commencing their studies to the end of the year.

In numeracy the small numbers prevent specifics being shared, however, information contained in the reports has been utilised in enhancing student learning.

The focus in Kindergarten to Year 2 was on developing basic numeracy skills. Internal data indicated growth in student outcomes in the area.

School data in mathematics showed all students made gains from commencing their studies to the end of the year.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name, Mullion Creek Public School, in the Find a school and select GO to access the school data.

In accordance with the *Premier's Priorities: Improving education results*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The small numbers prevent comment on the percentages due to privacy of the students.

The school congratulates all students who undertook

the tests for trying their hardest.

Parent/caregiver, student, teacher satisfaction

Each year schools, as part of their evaluations, seek feedback from members of their school community. In 2016 the school selected to seek feedback on its STEAM program. Parents' opinions were obtained through a survey, the Robotics night and verbal comments.

The majority of parents felt that the STEAM and robotics program were important to their children's education. Parents noted that the program had a positive impact on their children's engagement, offered an opportunity to develop personal skills required when working with others and in a team and provided a chance for students to develop their thinking skills.

Students from Years 3 to 6 were surveyed on their thoughts around the STEAM program. Like parents, the clear majority enjoyed and valued the opportunities and activities. Over 70% of students agreed that it was their preferred activity.

Factors identified by students for liking the program were the practical hands-on activities, opportunity to work with others in teams and getting to solve problems.

Staff were also in agreement with, and supportive of, the program. It was noted that the program assisted in developing creative problem solving skills, allowed students to 'think outside the square' and promoted cooperative and collaborative learning, at times providing opportunities for students to practice resilience, patience and negotiation skills.

Areas identified for further consideration by the school included increased resourcing of the robotics program, differentiation of programs with in the STEAM area, ongoing professional learning for teaching and support staff new to the school and continuing the school's support for parent learning.



Policy requirements

Aboriginal education

Mullion Creek Public School promotes respect for the unique and ancient culture of the Aboriginal people through ensuring all students are aware of the reasons why an acknowledgment of the traditional custodians of the land is done in all assemblies.

Through the inclusion of Aboriginal perspectives in the teaching programs all students are provided with opportunities to develop their understanding of culture, history and perspectives.

The inclass work was supplemented with NAIDOC celebrations with Clergate Public School joining us for a wonderful day full of ceremony, learning and sharing, lead by members of our school Aboriginal community.

Multicultural and anti-racism education

Our learning programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers include strategies for embedding multicultural and anti-racism education into their teaching and learning programs. During this year students through their book studies and HSIE units had an emphasis on Asia.

Teaching and learning programs incorporated learning about different cultures and global connections, engaging community members and visiting experts to enhance students' learning. Through the school's partnership with the local Country Women's Association primary students had an opportunity to extend their knowledge on Mongolia this year.

Mullion Creek Public School has a staff member trained as an Anti-Racism Contact Officer(ARCO). The role of the ARCO is to be the contact between students, staff, parents and community members who wish to raise issues regarding all forms of racism.

Other school programs

Each year the school undertakes an expansive range of activities across many areas including sport, creative and performing arts, robotics and Orange Small Schools association (OSSA) events. The successes of these are reported at the time they occur through the school newsletter.

To learn more about Mullion Creek Public School and the many opportunities it offers its students please follow the link to its website and newsletters <http://www.mullionck-p.schools.nsw.edu.au/>

In 2017 the school will introduce an online presence with Schoolstream. Download the app and search for Mullion Creek to keep up to date with what is happening at the school.