

Mulwala Public School

Annual Report



2016



2667

Introduction

The Annual Report for 2016 is provided to the community of Mulwala 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. Gayle Pinn

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Message from the Principal

It has been very satisfying to watch the learning journey of both the students and staff during the past year. All staff has participated in rigorous professional learning to ensure the quality of their teaching continues to improve. The students have taken on new styles of learning with enthusiasm, moving into the development of the skills required for their future lives.

The school has continued to be a leader in the use of GSuite, with all students and staff utilising the collaborative elements of the tools. A Filmpod movie was produced documenting our journey in this area.

All students had their education widened with the offerings of authentic learning tasks in the local and wider area including the publication of a book, art workshops, field trips and various sporting events. The inaugural school art show was a great success.

A long-term Kindergarten transition program, known as the Future Buddies program, was introduced. It proved to be highly successful, with very positive comments from all parents. The students transitioned to school in 2017 with ease.

The committed members of the Parents and Citizens continued to support the school financially, providing extra iPads for school use and subsidising the cost of many extra-curricular activities.

I would like to personally thank all the staff, parents and community members who work together to provide a quality education for each and every student at Mulwala Public School

Gayle Pinn

Principal

School background

School vision statement

Mulwala Public School is creating a culture of excellence and innovativeness, in which everyone is supported to challenge themselves to reach their true potential. The school is striving to develop our young people to become active and informed global citizens. The school is promoting the importance of values throughout the school community. Our vision is underpinned by our key messages:

- Mulwala Buddies program– hands off, say positive things, respect others and be responsible.
- BluEarth– Active living and improving kids' physical, social and emotional health.
- Mulwala Public School banner statement– A Mulwala Buddy is a good friend, a responsible learner and an active citizen.
- School Pledge– *In our hands lies the future of this great land. If we all work together, doing our best, there is no limit to what we can achieve.*
- Melbourne Declaration:
 1. Australian schooling promotes equity and excellence
 2. All young Australians become: – Successful learners– Confident and creative individuals– Active and informed citizens

School context

Mulwala Public School is situated on the Murray River, one hour's drive from Albury. It consists of buildings opened in 1890 and as recently as 1968. Its large classrooms are the result of this school being a Central (Kinder – Year 10) school before changing to a Primary (Kinder – Year 6) school in 1972. The school has a spacious well grassed playground, supported by modern playground equipment. The parents, staff and students have a strong feeling of belonging to the school community. The school has a friendly and co-operative atmosphere. Its stable and experienced staff presents a diverse curriculum resulting in a high standard of achievement across the curriculum areas. The school receives tremendous support from the local Clubs, Credit Union and CWA who support such activities as Speech Nights, scholarships presentation, fund-raising activities and implementation of special programs. We endeavour to uphold our motto at all times, 'In our hands lies the future of this great land. If we all work together, doing our best, there is no limit to what we can achieve.' Our Mulwala Buddy philosophy allows all members of the community to feel happy and safe in our 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 and participated in an external validation. 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. During the external validation process, an independent panel, consisting of a Principal, School Leadership and a peer principal, considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that In the domain of Learning, we have demonstrated progress in the areas of Learning Culture, Wellbeing, Curriculum and Learning and Assessment and Reporting. The strengthening of implementing visible learning into all classrooms and providing formative assessment in maths and visible learning has led to students having a good understanding of the focus of the lessons and what they need to do to achieve success. The continued improvement of the Buddy program has ensured that learning and wellbeing are consistent in all classrooms. The strategic provision of professional learning has ensured that all staff members have undertaken the training required so that they can meet the learning needs of the students. All teachers have taken on leadership roles in the area of professional learning.

In the domain of Teaching, the focus has been in the area of data skills and use and effective classroom practice. Teachers have ensured that all students' learning and wellbeing needs are met by extensive differentiation and modifications in the teaching and learning programs. Targeted resources are used for students at risk.

In the domain of Leading, the school has improved in the areas of Management Practices and Processes, School Resources and Leadership. The school has highly trained teachers with one teacher being a Lead Teacher for Focus on Reading 3–6 Phase 1 and 2, one teacher being a School–Based Trainer for Focus on Reading 3–6 Phase 1, one teacher being a Facilitator for How2Learn, another teacher being a Facilitator for Writing in the Middle Year, and one teacher qualified as an Online Collaborative Mentor. The Focus on Reading 3–6 Phase 1 and How2Learn pedagogies have been implemented and embedded into the classrooms. The GSuite tools are utilised by all staff and students in the school.

Our self–assessment and the external validation 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.

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

Positive Teaching and Learning Environment

Purpose

To build professional learning and teacher capacity within the school community to ensure quality learning for all students. To provide meaningful and personalised learning experiences to develop active and responsible learners.

Overall summary of progress

Our continued whole school approach to visible learning and formative assessment has allowed significant progress in this strategic direction. Quality, personalised professional learning and collaborative planning have shown a change in teacher practice.

All teachers were trained in New Focus on Reading 3–6 Phase 1 and the How2Learn pedagogy. This has had an impact on student learning through the precision and personalisation of teaching. Evidence of effective feedback, growth mindset and consistent language of learning are seen in all classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The percentage of students requiring learning support will be reduced to 20% and the percentage of students achieving at a higher level will be increased to 15% as indicated on the learning and support triangle	In 2016 the school developed and evaluated the Learning and Support policy in line with the Every Student, Every School initiative. All teachers are members of the Learning and Support Team. The team meets twice a term to discuss the learning and well-being of each student in the school. Resources are allocated to meet the needs of the students, including those requiring extension. All teaching and support staff completed the Dyslexia Online training during 2016. They have also participated in Non-Violent Crisis Intervention training, and professional learning conducted by other organisations, including speech therapy and sensory processing disorders. At the end of 2016 25% of students were receiving learning support, while 20% of students were achieving at a high level in either literacy or numeracy.	QTSS staffing 0.02 Employment of SLSO– Low level adjustment for disability (\$7725.00) Socio-economic background– \$500.00 Professional Learning \$8400
Evidence of reflection tools and professional learning will demonstrate quality teaching and learning by all teachers.	In 2016 staff continued implementing visible learning and effective feedback (Hattie and Williams) into their teaching and learning. In Mathematics, each teacher conducts a pre-assessment at the beginning of the topic and groups the students accordingly. They create 'I Can' statements which are shared with the students. The teachers provide feedback throughout the learning of the topic, conduct formative and summative assessments. The students also self-assess their learning. The teachers share the learning which will occur in the classroom each week, with the parents, via a class newsletter. They use the Seesaw app to share student learning with parents and provide feedback to students. 67% of students stated they achieve their goal always or most of the time. All teachers stated the students achieve their goals most of the time. Parents stated they were unsure if their child achieved the I Can Statements. All teachers completed the PDP process and built their capacity in areas required to address student learning. 85%	Visible Learning CoP– 1 day QTSS funding

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of reflection tools and professional learning will demonstrate quality teaching and learning by all teachers.	of students had a parent connected to Seesaw.	

Next Steps

- Extend 'I Can' statements to all areas of learning.
- All staff engaged in the collection of data and tracking of student learning to provide personalised and precise learning activities for all students.
- One teacher to train as a School Based Trainer in Focus on Reading 3–6 Phase 2.
- All staff to participate in Writing in the Middle Years professional learning.
- All staff to participate in Autism online training.

Strategic Direction 2

Positive School Culture

Purpose

To develop a whole school culture of excellence and innovativeness throughout the school community and create a happy and safe environment so all can achieve their full potential as a learner and a leader.

Overall summary of progress

The school implemented the Better Buddies program, an initiative of the Alannah & Madeline Foundation, a number of years ago. It is designed to help reduce bullying and create friendly and caring school environments. The staff has continued to modify the program to drive the social wellbeing and learning expectations of the students. The expectations of student behaviours are communicated to the parents at the beginning of the year with all parents being provided with the Buddy Bears Behaviours overview. This is also displayed in each learning space in the school. Positive behaviours are explicitly taught to students with a 30 minutes Buddy time lesson conducted each Monday. All teachers teach the same lesson to their multi-stage buddy groups. The focus of the lessons is communicated to parents in the school and class newsletters. Every student has their behaviour tracked. They are awarded a weekly Buddy Award for displaying the buddy values. Students are provided with a reminder notice if they are displayed inappropriate or unacceptable behaviour throughout the week. A new mission statement 'A Mulwala Buddy is a good friend, a responsible learner and an active citizen' was developed to reflect the strategic directions of the school plan in kid speak. New merit and achievement awards were designed to reflect the mission statement. Consistent messages are communicated to students and parents from the teachers via- school and class newsletters, assemblies, merit awards, Buddy Awards, Buddy Time, and posters on Buddy Walls.

The school employs a variety of communication formats to ensure all students, staff and parents are aware of the priorities of the school, change of routines and achievement of student and their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
95% of students demonstrate resilience and positive behaviour in the classroom and the playground each term (Sentral data indicates two or less incidences).	The number of students who demonstrated consistent positive behaviour each term ranged from 86% to 92%.	\$1000 for Buddy awards 2 days teacher relief provided by District Office
All teachers will contribute to the weekly staff newsletter.	In 2016 the focus was sharing learning with parents via a weekly class newsletter and on increasing traffic to the school Facebook page. All teachers contributed to the class newsletter. The number of likes increased from 118 to 187. The daily reach increased from 366 to 5418. The weekly reach increased from 449 to 8054.	\$100 advertising

Next Steps

- Continue to explicitly teach the Buddy values to all students.
- Provide support for students who require assistance to develop appropriate social and behaviour skills.
- All classrooms to have Walls That Teach, displaying Buddy Values, learning skills and learning goals.

Strategic Direction 3

Positive Relationships

Purpose

To build a productive and positive relationship with the local and wider community to strengthen partnerships and connections and develop active and informed global citizens

Overall summary of progress

In 2016 all extra-curricular activities were evaluated by the staff to ensure they were beneficial to the learning of the students and had an educational purpose. In addition, the students were required to submit an expression of interest for some activities and write a report for the school newsletter. This has promoted responsibility for learning among the students. All students at the school were a presenter during the year at the fortnightly assemblies. In 2016, the SRC was introduced, with each class nominating two representatives each term. All Year 6 students are members of the SRC.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evaluation of the participation in extra-curricular and community activities will show a benefit to the learning for students.	All students participated in some of the 43 authentic learning activities offered. The staff reflections indicated that 97% of the activities engaged the students 91% of activities provided new learning for the students	Aboriginal background loading (\$433.00) Socio-economic background (\$5422.18)
General capabilities are evident in all teaching programs.	Program evaluations indicated that all teachers are following the scope and sequence and integrating the Learning Across the Curriculum elements, but the teachers have stated they would like more professional learning in this area.	Staff meetings Programming meetings School Development Days

Next Steps

- Continue to provide quality extra-curricular learning activities.
- Source community members and events to provide authentic learning for students.
- Provide professional learning for teachers to build confidence in integrating the general capabilities in teaching.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	An Aboriginal cultural day was held. All students participated in various cultural activities. Year 5 and 6 students were taken into Country to discuss traditional life and evidence of scar trees. The K/1 class visited the Yebena Cultural Centre. All teachers integrated Aboriginal history and culture into their teaching and learning program during Term 1. Aboriginal students had a personalised learning plan (PLP).	Aboriginal background loading \$433 • Aboriginal background loading (\$433.00)
Low level adjustment for disability	In 2016 the school developed and evaluated the Learning and Support policy in line with the Every Student, Every School initiative. All teachers are members of the Learning and Support Team. The team meets twice a term to discuss the learning and well-being of each student in the school. Resources are allocated to meet the needs of the students, including those requiring extension and support with social or behaviour development. 26% of students received support through the Learning and Support team, 18% of students had their needs met with modifications and adjustments made in the teaching and learning programs, while 20% of students were supported to achieve at a high level. 13% of students received support to develop their social or behaviour skills. All teaching and support staff completed the Dyslexia Online training during 2016. They have also participated in Non-Violent Crisis Intervention training, and professional learning conducted by other organisations, including speech therapy and sensory processing disorders. All teachers are collectively responsible for the learning of students in the school. They are members of the Learning and Support Team, and provide input to the individual planning of all students. The allocation of staff is flexible throughout the year, and is dependent of the changing needs of the students, which are identified through SMART goals, PLAN and continuum data, observations and records. A Student Learning Support Officer (SLSO) was employed to provide additional support to students. In a school based survey, 67% of students stated they achieve their goal always or most of the time in mathematics.	Low level adjustment for disability \$7725 • Low level adjustment for disability (\$7 725.00)
Quality Teaching, Successful Students (QTSS)	Programming meetings were implemented, which allowed the teachers to assist each other in developing their teaching and learning program. Teachers provided further support by each other's lessons and provide and receiving effective feedback. Teachers have indicated that these practices have improved the quality of their teaching. All teachers received support in the development and implementation of their performance and Development Plan (PDP). One teacher completed the accreditation process.	QTSS staffing 0.02
Socio-economic background	In 2016 all extra-curricular activities were evaluated by the staff to ensure they were	Socio-economic background \$5422

<p>Socio-economic background</p>	<p>beneficial to the learning of the students and had an educational purpose. In addition, the students were required to submit an expression of interest for some activities and write a report for the school newsletter. This has promoted responsibility for learning among the students. All students at the school have a turn at being a presenter at the fortnightly assemblies. In 2016, the SRC was introduced, with each class nominating two representatives each term. All Year 6 students are members of the SRC.</p> <p>A variety of activities were been offered to the students which have promoted a positive self-awareness, and positive relationships between students, staff and the wider community. The learning opportunities are aligned to current classroom learning, as well as the school's values, vision and priorities. The students are to demonstrate an interest and commitment to the learning. Interested students are invited to participate in selected extra-curricular activities. These included the development of a published book through the Creative Catchment Kids program, students attending the art and sport Aspire Me camps, one student funded to attend Stewart House and a visual arts day conducted to produce art work for Operation Art. All students participated in some of the 43 authentic learning activities offered. The staff reflections indicated that 97% of the activities engaged the students 91% of activities provided new learning for the students. The data has shown that the school has good representation at community events, and that the students are enthusiastic to participate in a variety of activities. The school has developed links with many organisations to support the school's educational programs. These include Creative Catchment Kids, CWA, Lion's Club and BluEarth. A long term Future Buddies program was implemented, with pre-school students attending school for nine sessions during Terms 3 and 4, starting with part days and concluding with full days. Each session also involved a parent information session. In a school based survey all parents indicated the program was a positive experience for both themselves and for their children.</p>	<p>Socio-economic background \$5422</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	35	35	33	24
Girls	30	34	31	25

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	93.9	92.6	98.4
1	91.5	95.1	95.9	92.2
2	96	92.6	89.8	92.8
3	92.1	94.4	94.1	88.2
4	92.5	92.7	95.1	93.9
5	93	93.8	91.2	91.4
6	92.7	94.1	97.8	89.6
All Years	92.8	93.5	93.9	92.5
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

In 2016, the school evaluated the attendance policy. The newsletter is used to communicate to parents the importance of regular attendance for their child's learning. Teachers discuss regular attendance of students at school and celebrate 100% attendance in their classrooms. Parents are contacted via text message or email when their child is absent. This is followed up by a letter. Students who are identified as having unacceptable attendance are referred to the Learning and Support Team and the Home School Liaison officer.

Each term, students with 100% attendance rate are acknowledged at an assembly. Students who have 100% attendance for the year receive an award at the

end of year Presentation Night.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration & Support Staff	1.46
Other Positions	0.02

*Full Time Equivalent

The school has no staff who identify as Aboriginal.

In 2016, there were three full-time class teachers and three part-time teachers. They were supported by three school administrative support staff (SASS).

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

Significant amounts of professional learning were undertaken by staff at Mulwala Public School in 2016. This included Focus on Reading 3–6 Phase 1, How2Learn, Teaching Handwriting, Reading and Spelling Skills (THRASS), Dyslexia and Understanding Dyslexia and Significant Reading Difficulties online.

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

Financial information

This summary financial information covers funds for operating costs to November 2016 and does not involve expenditure areas such as permanent salaries,

building and major maintenance.

Income	\$
Balance brought forward	78 685.76
Global funds	113 447.50
Tied funds	44 577.13
School & community sources	34 149.44
Interest	1 286.26
Trust receipts	14 753.91
Canteen	0.00
Total income	286 900.00
Expenditure	
Teaching & learning	
Key learning areas	20 340.78
Excursions	15 442.15
Extracurricular dissections	14 444.62
Library	4 631.23
Training & development	28 487.28
Tied funds	77 185.51
Short term relief	10 823.30
Administration & office	37 252.53
School-operated canteen	0.00
Utilities	17 046.88
Maintenance	19 715.72
Trust accounts	12 176.49
Capital programs	0.00
Total expenditure	257 546.49
Balance carried forward	29 353.51

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

School-based assessment

Reading Recovery

During 2016 four students accessed the Reading Recovery program at Mulwala Public School. The Reading Recovery students have all benefited significantly from being a part of the Reading Recovery Program. Their ability to read fluently with expression has increased as their text level increased. The students have gained confidence in their own ability to

take risks when composing and writing more detailed sentences. The Reading Recovery Program will not continue next year, however, students with needs will be referred to the Learning Support Team where they will receive assistance from a Reading Recovery trained teacher.

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 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 in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the Buddy Bear program. Their responses are presented below.

- The majority of parents see the Buddy Bear program as positive and use the same language at home.
- The teachers feel that the language and expectations have become more consistent across the school.
- The students are aware of the Buddy Values and the expectations of behaviour at school.

Policy requirements

Multicultural and anti-racism education

The school participated in the NSW Country Women's Association (CWA) country of study– Mongolia. This included a Mongolian cultural day. The Year 4 students collaborated on a PowerPoint about the Mongolian history and culture and were awarded a highly commended certificate at State level.

Teachers integrated the general capability of Intercultural understanding into their Term 3 teaching and learning program. The younger students learned about various cultural events around the world. The Stage 3 students studied who and why people migrated to Australia and they visited the Bonegilla Migrant

Camp.