

Mummulgum Public School

Annual Report



2016



Nurturing the gift
that is the individual

2671

Introduction

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

Kerin Lawrence

Principal

School contact details

Mummulgum Public School

Bruxner Hwy

Mummulgum, 2469

www.mummulgum-p.schools.nsw.edu.au

mummulgum-p.School@det.nsw.edu.au

6664 7205

School background

School vision statement

As a community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with integrity.

This will be achieved by:

- Nurturing and encouraging students to achieve their best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.
- Working together in an atmosphere which is caring, co-operative and respectful.
- Promoting and maintaining high expectations across the learning community.
- Ensuring that students have frequent access to experiences that develop the 21st Century learning skills of critical and creative thinking, communication, collaboration and problem solving..In accordance with the “Melbourne Declaration on Educational Goals for Young Australians” (December 2008), Mummulgum Public School will enable all learners to access learning through the provision of:
 - Differentiated, in-depth, cohesive learning programs aligned to year level content and achievement standards informed by the Australian Curriculum and New South Wales Syllabi,
 - Opportunities for the community and parents to participate in positive and productive partnerships, and
 - Highly effective teachers, focussed on improving student outcomes through their commitment to ongoing professional development, quality teaching, evidence-based practices and collaboration

School context

Mummulgum Public School, established in 1901 is a small rural school located in the Northern Rivers region of North Coast New South Wales. As a PP6 school we are entitled to a Teaching Principal and part-time support staff. All teaching staff meet the professional requirements for teaching in NSW public schools and the turnover of staff is minimal. The 2016 enrolment is 21 students. The school consists of a 3–6 multi stage class and K–2 multi stage class which currently operate 4 days a week.

The school’s Resource Allocation Model (RAM) is used to provide an additional teacher to support dedicated K–2 Learning Support in the classroom. Our Family Occupation and Education Index (FOEI) currently sit at a value of 138. The ACARA My School Index of Community Socio-Educational Advantage (ICSEA) value is 929.

The school focus is on providing quality teaching programs which reflect breadth, balance and depth of learning appropriate to the students’ phases of development and to ensure appropriate flexibility within our local context. Our commitment to action ensures that whilst Literacy and Numeracy are our fundamental focus, we provide inclusive learning opportunities in Science, the Humanities, Performing and Visual Arts, Health and Physical Education, Information and Communication Technology, and Environmental Sustainability.

The schools motto is “Nurturing the gift that is the individual” and our core expectations are “Be Safe, Be Fair and Be a Learner”. Mummulgum Public School is a proud member of the Community of Learning Among Small Schools (CLASS) Professional Learning Community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

The results of the survey indicated:

Learning Culture: Delivering, Wellbeing: Delivering, Curriculum and Learning: Delivering, Assessment and Reporting: Delivering, Student Performance Measures: Delivering

Effective Classroom Practice: Delivering, Data Skills and Use: Delivering, Collaborative Practice: Delivering, Learning and Development: Delivering, Professional Standards: Delivering

Leadership: Delivering, School Planning, Implementation and Reporting: Delivering, School Resources: Delivering, Management Practices and Processes: Delivering

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.

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

Successful Learners

Purpose

In accordance with Goal 2 of the Melbourne Declaration (2008) our school's purpose is for our students to become:

- Successful learners,
- Confident and creative individuals and
- Active and informed citizens.

To achieve this we will engage all students in quality and meaningful learning experiences in Literacy and Numeracy. We will build the capacity and confidence of our learners to enable them to take responsibility for their learning, to enjoy the practice of learning and to aspire to being independent learners.

Overall summary of progress

Throughout 2016, Mummulgum Public School has provided students with creative and quality learning experiences.

This has resulted in all students being highly engaged and achieving success and growth. Students were self-regulating and self-assessing through use of the "I Can" Statements.

All students responded and utilised the peer feedback provided through fortnightly video conferences using the language and framework of the 7 Steps to Writing Success. They used the feedback to edit and improve their writing.

Embedding Targeting Early Numeracy (TEN) strategies and activities into the daily numeracy lesson continue to build mental arithmetical strategies in a fun and engaging way.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students are achieving at or above their appropriate year level on the Literacy & Numeracy Learning Progressions Student growth between Year 3 and Year 5 will be at or above State growth levels in NAPLAN	All students are using the "I Can" statements in reference to their writing on the Literacy continuum. Students progress on the Literacy and Numeracy Continuums recorded on PLAN. Students are using the "I Can" statements in reference to Aspects 1 & 2 on the Numeracy continuum. Students are utilising the student-teacher collaboration to identify progress and Where To Next.	Aboriginal background loading (\$541) Low level adjustment for disability (\$2690) Socio-economic background (\$7500)

Next Steps

In 2017: Mummulgum Public School will continue to the focus on Writing and the Aspects 1 & 2 of the Numeracy continuum and the use of the "I can" statements to deepen students understanding and self-assessment. Students will utilise all sources of feedback to reflection and plan Where to next?

Students will continue to engage in fortnightly video conference (VC) enabling peer observation and feedback between schools Mummulgum and Doubtful Creek PS. Schools will include sharing writing sample through Bridgit.

Strategic Direction 2

Strong Community Partnerships

Purpose

In accordance with “Developing Stronger Partnerships” of the Melbourne Declaration (2008) our school’s purpose is to maximise student engagement and achievement by:

- Fostering inclusive collaboration with key stakeholders
- Promoting engagement with and commitment to the school’s strategic directions and ongoing improvement in student outcomes and
- Developing the capacity of all incorporating the Professional Learning Community, driving whole school improvement and utilising and valuing school community feedback.

Overall summary of progress

Throughout 2016, Mummulgum Public School has provided parents with innovative and creative ways to make connections and develop deeper understandings of their child’s learning and progress in Literacy and Numeracy.

The “I See You Saw” project allowed parents to view their child’s work through the SEE SAW online digital portfolio and encouraging them to provide feedback to their child.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All parents regularly engage in meaningful conversations and provide feedback about their child’s progress in Literacy & Numeracy</p> <p>Members of the Professional Learning Community regularly engage in peer observation and the provision of feedback within the parameters of the Quality Teaching Framework</p> <p>Parents and students establish earlier links with local High Schools</p>	<p>All parents are now familiar with the “I Can” statements and the language of 7 Steps to Writing Success program. They are more confident in initiating conversations with the class teacher and their child in relation to their child’s progress.</p> <p>The fortnightly video conferencing between schools provided a valuable opportunity to engage, observe and work collaboratively. The Principal School Leadership was also invited to participate and provide feedback to the students and the staff.</p> <p>Students and parents of Stage 3 were involved in the transition to high school programs.</p>	<p>Community Consultation funding (\$1500)</p>

Next Steps

In 2017: Mummulgum Public School will continue to deepen and enhance the language and framework of the 7 Steps to Writing Success with parents and encourage all parents to provide feedback.

Members of the Professional Learning Community will continue to engage in peer observations and providing feedback regarding the inter-school “Birds of a Feather Writers Festival.” Staff will participate in Staff Development activities with a local High School in order to implement A Learning and Responding Matrix (ALARM) writing initiative which will be modified for Primary School students.

Mummulgum Public School will continue to initiate opportunities for students in Stages 2 & 3 to make connections with local High Schools.

Strategic Direction 3

Expert Teaching Team

Purpose

In accordance with “A Commitment to Action” of the Melbourne Declaration (2008) our school's purpose is to provide excellent teachers who have the capacity to transform the lives of our students and to inspire and nurture their development as learners, individuals and citizens.

To achieve this we will foster pedagogical growth and development within the teaching team through collaborative and reflective practices by:

- Provide quality delivery of teaching and learning experiences informed by analysis of internal and external data.
- Enhance professional learning activities focused on building teachers' understandings of effective and quality teaching strategies and
- Actively share learning through targeted professional development within the Professional Learning Community.

Overall summary of progress

Throughout 2016 Mummulgum Public School has introduced and utilised the SEE SAW online digital portfolio in the classroom as the project “I See You Saw”. Staff also undertook the 7 Steps to Writing Success workshop training and fully implemented the program into the school.

The staff and students participated in fortnightly peers observation video conferences between Mummulgum and Doubtful Creek Schools and created a shared proforma which allowed students to provide written as well as verbal feedback to support and challenge students analysis of their own writing.

Strong collaborative practises have been created between the two schools leaders of both Mummulgum and Doubtful Creek Schools with regular ongoing planning and monitoring of the project.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching staff regularly and effectively update and utilise PLAN data in the form of Class and Individualised Learning Plans Teaching staff use the data to inform their teaching practices by planning, delivery and review of the effectiveness of their pedagogy Teachers utilise the Professional Development Plan (PDP) process & the APST to evaluate and refine future practice	Staff utilised the student conferencing opportunities and student growth reflected on PLAN data to evaluate the impact of the writing project. Staff monitored and collaborated to create effective and differentiated writing activities using the framework of the 7 Steps to Writing Success. Staff engaged in meaningful discussions and reflection of pedagogy through implementing the PDP process during 2016	Aboriginal background loading (\$541) Low level adjustment for disability (\$2690) Socio-economic background (\$7500)

Next Steps

In 2017 Mummulgum Public School will collaborate with the Professional Learning Community to develop opportunities for peer observations.

Staff & students collaborate to develop a feedback proforma that supports deep & sustained responses using the coaching model, A Learning and Responding Matrix (ALARM).

The professional Learning Community between Mummulgum and Doubtful Creek Schools will initiate an innovative project with an inter-school "Birds of a Feather" Writers Festival.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal background funds and staffing allocation were combined to provide an additional 1 day a week support teacher salary in the K–2 classroom.</p> <p>PLAN data updates reflects student – teacher collaborative assessment</p>	<p>RAM Equity Loading for Aboriginal Background</p> <p>\$541</p>
Low level adjustment for disability	<p>Socio–economic funds and staffing allocation were combined to provide 4 days a week classroom teacher salary for a K–2 classroom</p> <p>PLAN data updates reflects student – teacher collaborative assessment</p>	<p>RAM Equity Loading for Low Level Adjustment for Disability</p> <p>\$2690</p>
Socio–economic background	<p>Low–level adjustment funds and staffing allocation were combined to provide an additional 1 day a week support teacher salary in the K–2 classroom.</p> <p>PLAN data updates reflects student– teacher collaborative assessment</p>	<p>RAM Equity Loading for Socio–economic Background</p> <p>\$7500</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	16	11	9	10
Girls	12	12	11	10

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.1	85.9	89	89.7
1	91.4	92.7	93.4	89.8
2	93.8	98.9	94.6	93.9
3	94.4	95.6	94.5	93
4	100	92.9	93.5	90.3
5	94.8	98.4	90.1	100
6	95.9	95.6		81.2
All Years	94.7	93.5	92.8	91.1
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		93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attending school is compulsory. All absences require a note or a phone call to the school within seven days explaining the reason why the student was absent and the number of days missed. Parents are required to complete a leave form when a student arrives late or leaves early and this is recorded as a partial absence. Where necessary, parents are contacted by the principal to highlight the importance of regular attendance and in some cases Home School Liaison Officer (HSLO) intervention is commenced with individual attendance plans being developed.

If a child has been absent for 2 or more days on unexplained absence the principal contacts the parents via phone to seek information about their child's

absence and welfare.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	1.1
Other Positions	0.56

*Full Time Equivalent

There are no indigenous staff members currently employed at Mummulgum Public School.

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	0

Professional learning and teacher accreditation

During 2016 all staff accessed Professional Learning which supported individual staff goals identified through the Performance and Development Plans (PDP's) and specific professional learning to meet the schools strategic directions in the school plan. Professional Learning undertaken during 2016: 7 Steps to Writing Success Workshop, Mindfulness in Education, DRUMBEAT, Targeted Early Numeracy (TEN) Lead Training, School ICT Co-ordinator Induction, Speech Language and Communication, Understanding Personalised Learning and Support, Oliver Library Training, Business Intelligence training, Social Media Master Class.

Mandatory Training: Child Protection Update 2016, CPR, e-CPR, WHS Induction, Anaphylaxis – e-learning.

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

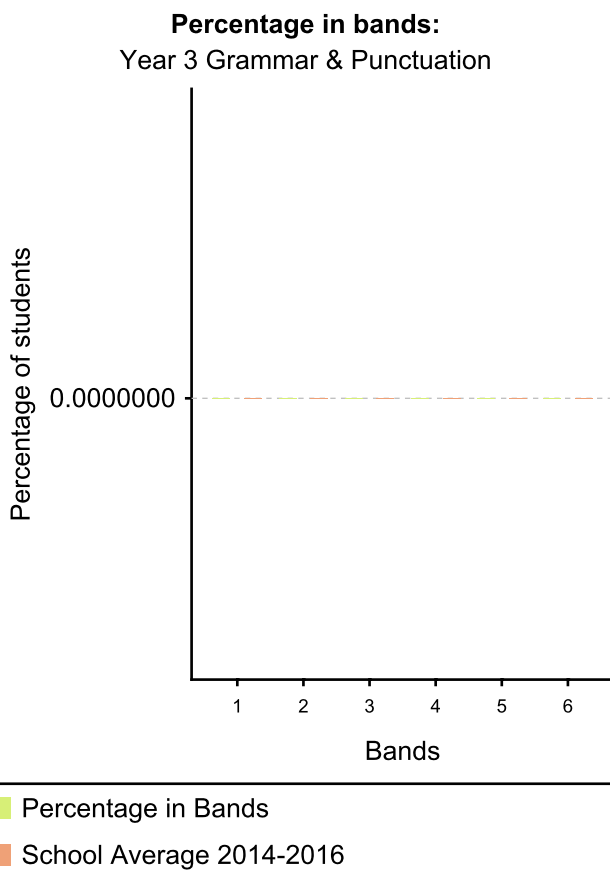
Financial information

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	44 921.84
Global funds	63 918.06
Tied funds	24 444.33
School & community sources	7 999.98
Interest	919.30
Trust receipts	5 530.50
Canteen	0.00
Total income	147 734.01
Expenditure	
Teaching & learning	
Key learning areas	12 284.88
Excursions	5 009.73
Extracurricular dissections	4 643.68
Library	1 315.45
Training & development	8 802.39
Tied funds	32 214.66
Short term relief	1 784.08
Administration & office	20 482.45
School-operated canteen	0.00
Utilities	7 523.45
Maintenance	7 962.04
Trust accounts	5 799.86
Capital programs	0.00
Total expenditure	107 822.67
Balance carried forward	39 911.34

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.

As per the agreement between the NSW Government and the Federal Government, NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, results for students at Mummulgum Public School cannot be reported as there were less than 10 students in either year that participated in the tests in 2016. Parents of students who participated in the 2014 NAPLAN Tests have been provided with individual reports and were invited to seek feedback where necessary

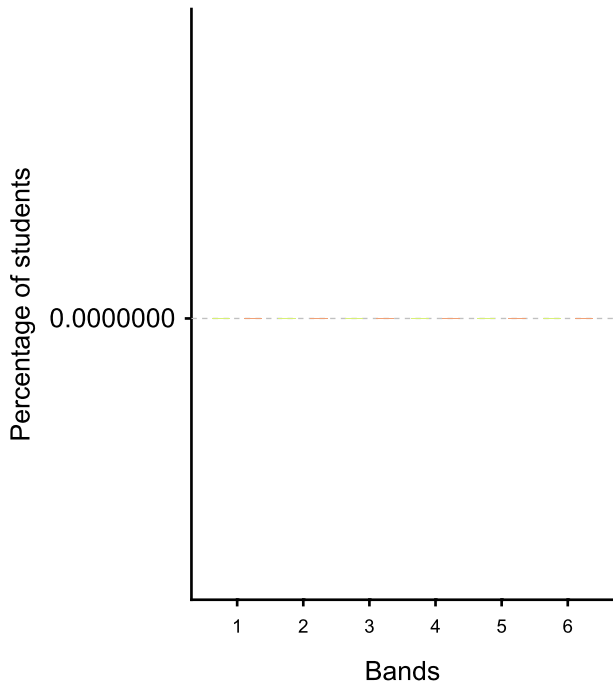


A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

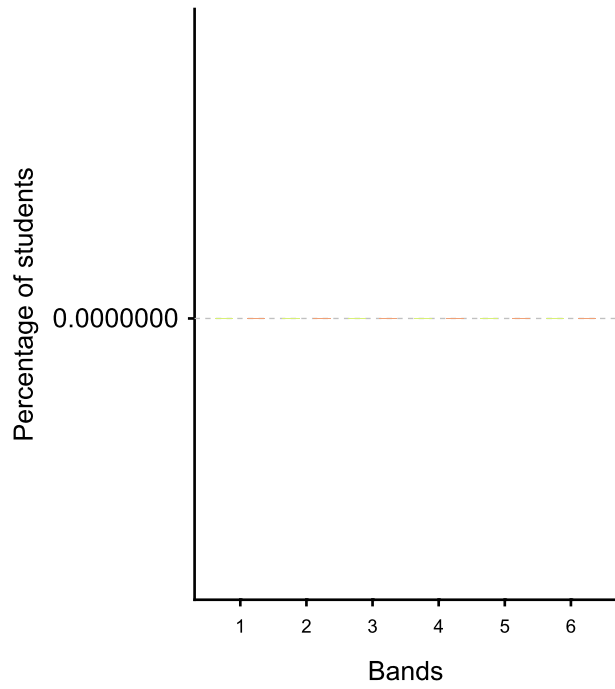
School performance

NAPLAN

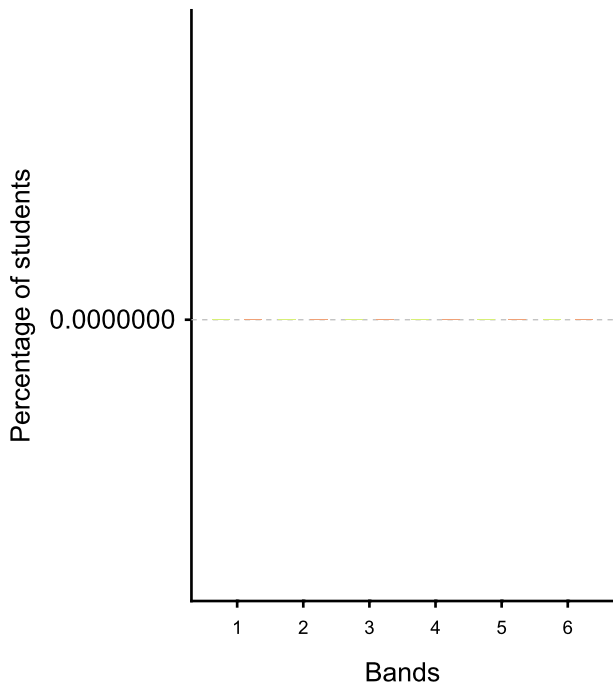
Percentage in bands:
Year 3 Reading



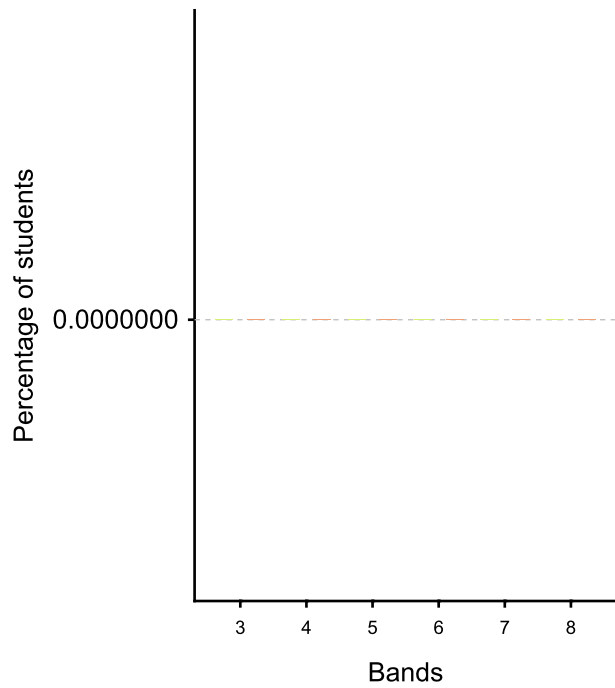
Percentage in bands:
Year 3 Writing



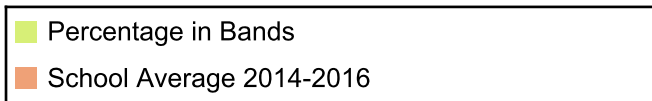
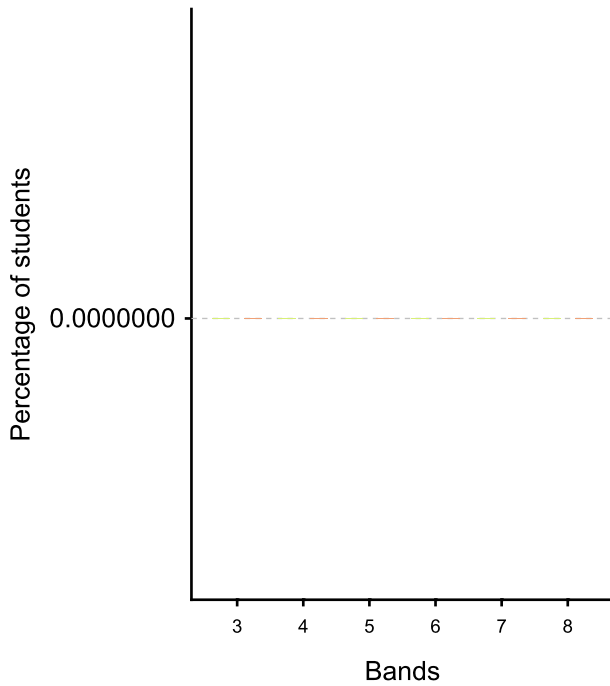
Percentage in bands:
Year 3 Spelling



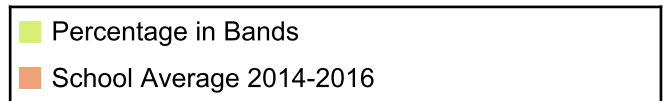
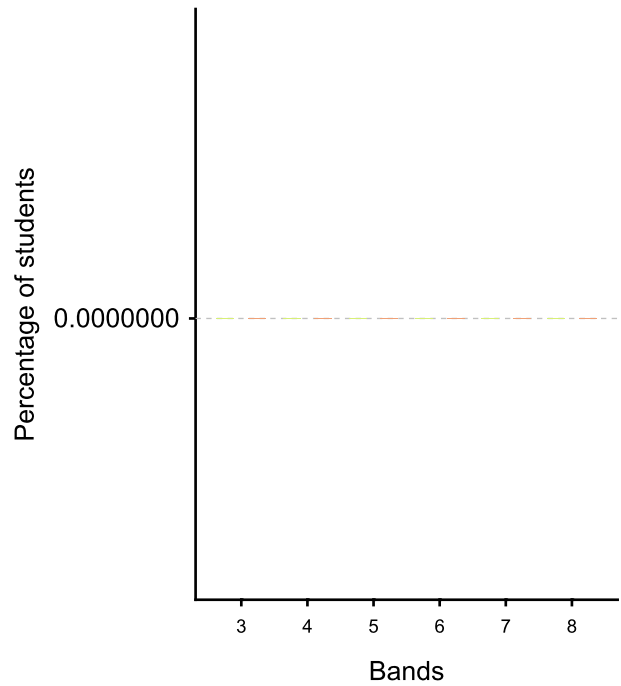
Percentage in bands:
Year 5 Grammar & Punctuation



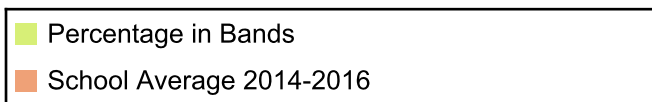
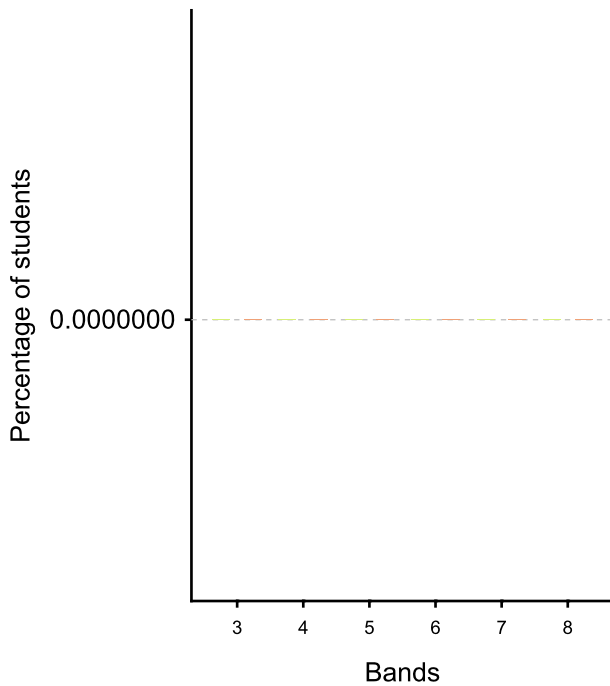
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



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..

Policy requirements

Aboriginal education

The school's teaching programs educate all students about Aboriginal history and culture and contemporary Aboriginal Australia. The programs focus on key issues relating to reconciliation, improving relationships, understanding country, valuing culture and sharing history. Aboriginal perspectives are presented across all areas of the curriculum and are not taught in isolation.

Multicultural and anti-racism education

An inclusive school in every way, Mummulgum Public School prides itself on its harmonious and welcoming community. Students respect and value difference in others and are encouraged to share their cultural heritages in lessons across the curriculum. We developed and sustained a positive and inclusive school culture by encouraging and supporting parents to contribute to school life through volunteering in classrooms and the tuck-shop; as well as providing social activities through the P&C.