

Mullion Creek Public School

Annual Report



2017



2664

Introduction

The Annual Report for **2017** 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 delivers quality and excellence in education to the children of Mullion Creek. I am pleased to present this report that highlights the achievements and endeavours of our students, teachers and general learning community.

Our school continually evaluates and revises teaching and learning programs and our students learning plans to ensure that what we do makes a difference for each student's education.

This commitment to excellence has been evident in the school's implementation of the syllabuses and wide range of extra curricula programs it offers. The changing curriculum has inspired innovation and promoted growth in learning outcomes for all students.

The staff and I have pride in the capacity of our school to provide explicit, tailored and personalised learning that enables every child to progress and experience success. Targeted professional learning that aligns with the school's plan for improvement has enabled teachers to continually build their capacity as educators and equipped them to facilitate growth for each student.

The support and contributions of our families and community is another positive aspect of our school that has helped to ensure each, and every, child has had access to a wide range of learning opportunities throughout 2017. The P&C and school families are to be congratulated for their support of and contributions to our school.

I congratulate the students for the positive ways each one has met the challenges of learning and aimed for personal best.

Sally Beer

Principal

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 17 kilometres 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 increased 10% over the last 3 years and this trend is expected to continue into the future as Mullion Creek is the fastest growing area of the Cabonne Shire.

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.

Staff at Mullion Creek Public School, discussed the School Excellence Framework and school plan in terms of moving the school forward and improved learning outcomes. Time was allocated at staff meetings to examine our school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed for the year and steps to be undertaken for the desired improvement.

In the domain of Learning, our efforts have primarily focused on curriculum and learning and assessment and reporting. A focus was on supporting teachers to develop differentiated curriculum delivery to meet the needs of individual students. This was supported through ensuring a whole school approach to the systematic policies, programs and processes to identify and address student learning needs. Curriculum provision was being enhanced by developing learning alliances with other schools and organisations allowing students to be in a short film, OSSA School Spec and Dance Ensemble. These opportunities in conjunction with the schools STEAM/Robotics program ensured extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities.

Our major focus in the domain of Teaching has been on data skills and use of collaborative practice for staff members. A whole school approach was commenced with teachers regularly collecting, analysing, recording and using student assessment data to understand the learning needs of students. This information was used regularly to help monitor student learning progress and to identify skill gaps for improvement. All staff incorporate data analysis in their planning for learning and make adjustments to support student development. In 2017 Mullion Creek Public School became part of the CCMCSH Community of Schools, which provided an opportunity to enhance collaborative opportunities. Teachers from the four schools collaborate to ensure consistency of curriculum delivery, including strategies for consistency of teacher judgement and in the development of shared units of work. This was extended to provide mentoring support for those new to teaching.

In the domain of Leading, our priorities have been to progress school resources and school planning, implementation and reporting. With the school's commitment to the effective implementation of the associated systems of LMBR, the school supported the recruitment of high quality staff and associated training increasing the number of staff trained in the new systems. Systematic annual teaching staff performance and development reviews are conducted, and support staff provided with learning opportunities to develop plans for initial implementation. Within the new finance systems strategic financial management is being used to gain efficiencies and to maximise resources available to implement the new school plan.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

In 2017 activities undertaken include:

Professional learning has supported staff to identify how to plot students using PLAN data and how this data can be utilised to move students forward.

Teachers have collaboratively worked to reflect on data to plan and program and identify the assessment that will show student progress that can be used to differentiate learning.

Professional learning for staff on the use of PLAN for the collection of data.

Whole school planning to support the implementation of curriculum requirements has seen scope and sequences developed for new syllabi and staff have collaboratively worked across the Community of Schools to develop teaching units based on curriculum requirements.

Performance Development Plans have been undertaken by all teaching and support staff and professional learning has been planned enabling staff throughout the year to engage in discussion of their goals and to identify how they have worked towards meeting their goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students actively engaged in meaningful, challenging and future-focused learning experiences.	\$1000 PL	Students placed first and second in state Robo Cup Primary dance, being accepted to compete at Nationals in Brisbane. Year 5 NAPLAN results exceed results for school with similar students and all Australian students in reading, writing, spelling, grammar and numeracy Year 3 NAPLAN results exceed results for all Australian students in reading and numeracy Year 5 results when compared to similar schools showed the school in the top 10 in spelling, writing and grammar, being first in reading and numeracy Student gain shows the average change in results for students who have taken consecutive NAPLAN tests at the same school. In 2017 Year 5 students growth score exceeded schools with similar students, students with the same starting score and all Australian schools PAT Tests data showed over 85% of students in Years 2 to 6 to be at or above grade level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieving as learners, leaders and responsible, productive citizens.	\$0	Whole school approach to the development of students learning goals and reflection on learning progressions.
Staff engagement in relevant professional development linked to personal goals.	\$1500 PL \$2000 QTSS \$4500 global \$3219 equity	<p>Introduction of support staff performance development plans, linked explicitly to school and departmental priorities.</p> <p>All teaching staff involved in professional learning on Focus on Reading</p> <p>Building teacher capacity using the literacy and numeracy continuums to create a more consistent and accurate approach to plotting students. Continuing to engage the whole school staff in data collection and tracking systems to enhance our focus on student assessment to drive student learning.</p> <p>School learning support officer supporting literacy and numeracy in classrooms 4 mornings per week.</p>
Shared practices with other schools linked to Instructional Leader programs.	\$1700 location	Combined school development days and staff training completed in partnership with Community of School's staff.

Next Steps

With the development of the new 3 year school plan, there will be some areas that will be implementation and review and in line with the evidence from a range of sources the following will be priorities for 2018.

- Expanded opportunities to develop staff capacity in the use of data and how this can be more effectively used to enhance student outcomes
- Staff professional learning in the area of writing through the Seven Steps to Writing. This will be supported through combined stage meetings across the Community of Schools to look at consistency of teacher judgement in writing.
- Staff and students will work together to develop and construct learning goals in literacy and numeracy.

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

Activities undertaken in 2017 included:

Implementation a whole school approach to STEAM supported by professional learning for staff to develop skills to work with students in this area.

School learning support officer was employed to deliver and support the implementation of individual learning programs for targeted students to ensure continued progress for all students.

Mindfulness professional learning was completed and the program was implemented into the primary classroom.

Teaching professional learning was undertaken in coding and 3D printing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students engaged in 21st Century Learning methods.	\$3000 global	K–6 coding using scratch and scratch junior. Purchased 6 mobile devices moving towards one to one keyboard skills.
Staff engaged in professional development to develop relevant programs for 21st Century Learners.	\$1000 PL	Teacher trained in 3D printing. Shared practice across community of schools in robotics and coding. Mentoring Spring Hill Public School to allow students to participate at Robocup.
Student and staff leadership skills recognised.	In-kind support across the COS	Student was awarded Cabonne Council Young Citizen of the Year. Teacher, Sharon Cloete was awarded a Minister's Award for Excellence in teaching. Increased leadership opportunities for students including robotics. Mentoring support for beginning teachers across the Community of Schools.

Next Steps

In the next school plan, following our consultation the school will have two strategic directions, Quality teaching and learning and Wellbeing for success. The specific activities for 2018 in the Wellbeing for success include:

- Leadership development activities and opportunities to use these.
- Students involved in wellbeing initiatives such as Kids Matter, supporting students to manage their emotions, develop strategies against bullying and promote resilience and responsibilities.
- Implementing evidenced based change to whole school practices following consultation.
- Introduction to the Tell Them From Me Survey.

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

In 2017 professional learning and implementation of LMBR was initiated. The school supported professional learning for the SAM, Principal and second attendee at LMBR training to ensure the school had capacity to move into the new system and that the SAM was given time to imbed the new procedures and practices.

All staff have had initial training in the new processes to support their understanding of the how to use the new system's functions.

The school has revised and put in place new policies and procedures to support implementation of LMBR.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff engagement in LMBR training and its implementation. Replacement of administration programs for easy implementation of LMBR.	\$3900 global	School supported a second attendee at LMBR training. SAM and principal participated in all training associated with the introduction of the new finance and student management systems. Staff trained in new roll marking procedures and introduction to finance.
Engagement of P&C Association and DoE to direct the planning of and replacement of administration building.	\$0	This was finalised in 2016.
Newly embedded practices will be the LMBR program and the successful organisation of school administration practices and finances.	\$5000 global	LMBR equipment purchased and associated systems implemented in Term 3 2017. New school policies and procedures developed and implemented to support the new finance and student management requirements.

Next Steps

Whilst this strategy will not be one of the directions in the next school plan, the school will continue the implementation of the required processes including the new budgeting tool, student management system and enhancements being added to the current system.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1720	<p>Support for individual students was provided through additional targeted intervention as identified in individual plans and through increased awareness of cultural aspects through participation in cultural days.</p> <p>School Learning Support staff were employed to support students with literacy, numeracy programs.</p>
Low level adjustment for disability	0.1 LST allocation \$2270	<p>Mullion Creek Public School successfully supports students with a disability or who have additional learning needs within a mainstream setting. Students have been successfully supported within their classroom with the support of a SLSO and monitoring through Learning Support Team review meetings.</p> <p>The Learning Support Team has worked collaboratively with classroom teachers to plan, implement, model, monitor and evaluate teaching and learning programs for students with additional learning and support needs.</p>
Quality Teaching, Successful Students (QTSS)	\$1860	Funding was used to support collaboration of staff with an emphasis on best practice literacy and numeracy strategies, data tracking and analysis.
Socio-economic background	\$1200	<p>Student learning was supported in classrooms with the addition of an SLSO in literacy and numeracy classes.</p> <p>All student able to participate in the curriculum activities as well as a whole school opportunity to attend a theatre production locally.</p>
Sporting Schools	\$7200	<p>Students received skill development in Tennis, Swimming, Baseball and Badminton.</p> <p>Increased fitness levels for students as well as increased skills in the nominated sports.</p> <p>A number of students have commenced club activities in related sports.</p>
Community consultation funding	\$200	Parents provided opportunity to participate in the school planning consultation.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	24	21	32	33
Girls	17	18	24	22

Student enrolment continues to increase. The school prides itself on its positive reputation that has been established and build throughout the community. It is anticipated that enrolments will continue to grow over the next few years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	94.8	98.2	96.2
1	93.3	98.3	96.6	97.2
2	93.2	95.1	94.5	93
3	96.1	96.2	93.6	94.1
4	93.8	95.6	95.4	94.3
5	93.5	96.6	91.4	96.6
6	85.5	96	96.6	93.9
All Years	93.6	96	95.4	95.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance at school continues to be a focus. 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 and with parents at transition days and in P&C meetings.

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. To support parents an absentee form has been made available through the Mullion Creek Public School SchoolStream app. If required, support from the home school liaison officer is available.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.33
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.9
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2017, 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	0

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 the key priorities as set out in the school plan.

Many of the activities were undertaken as part of the Pre2 group with increased learning for the principal and support staff to introduce the new state finance and student wellbeing package. For teaching staff, the priority was looking at strategies to promote reading through the Focus on Reading Course and effective use of the Literacy and Numeracy Continuums.

Mullion Creek Public School has one teacher maintaining accreditation at Proficient level. During 2017 there were no beginning teachers working towards NSW Education Standards Authority (NESA) accreditation at Proficient or teachers seeking or maintaining voluntary accreditation at Highly Accomplished or Lead.

A variety of activities were undertaken during the 2017 School Development Days. These included the completion of mandatory training to ensure compliance with Department of Education policies and procedures, sharing quality teaching programs and units of work, developing scope and sequences for new syllabus and undertaking training in focus on reading. The major component for learning with support staff was in the introduction of the new LMBR systems.

During 2017 \$8,656 was expended on teacher and support staff, professional learning.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	180,209
Global funds	73,813
Tied funds	66,561
School & community sources	36,406
Interest	1,943
Trust receipts	925
Canteen	0
Total Receipts	179,648
Payments	
Teaching & learning	
Key Learning Areas	37,600
Excursions	5,080
Extracurricular dissections	8,631
Library	2,766
Training & Development	3,346
Tied Funds Payments	62,848
Short Term Relief	4,900
Administration & Office	25,648
Canteen Payments	0
Utilities	5,901
Maintenance	6,335
Trust Payments	1,094
Capital Programs	0
Total Payments	164,149
Balance carried forward	195,707

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	219,501
Appropriation	197,109
Sale of Goods and Services	0
Grants and Contributions	22,189
Gain and Loss	0
Other Revenue	0
Investment Income	203
Expenses	-45,964
Recurrent Expenses	-45,964
Employee Related	-26,675
Operating Expenses	-19,289
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	173,537
Balance Carried Forward	173,537

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	604,266
Base Per Capita	8,558
Base Location	1,719
Other Base	593,989
Equity Total	20,214
Equity Aboriginal	1,721
Equity Socio economic	6,219
Equity Language	0
Equity Disability	12,274
Targeted Total	17,260
Other Total	3,866
Grand Total	645,606

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Specific details on the school's performance in the Literacy NAPLAN tests cannot be published to ensure privacy for students.

Year 5 NAPLAN results exceed results for school with similar students and all Australian students in reading, writing, spelling and grammar. Year 3 NAPLAN results exceed results for all Australian students in reading. Year 5 results when compared to similar schools showed the school in the top 10 in spelling, writing and grammar, being first in reading.

Student gains show the average change in results for students who have taken consecutive NAPLAN tests at the same school. In 2017 Year 5 students growth score exceeded schools with similar students, students with the same starting score and all Australian schools. Writing development will be an added focus for the school in 2018.

Specific details on the school's performance in the Numeracy NAPLAN tests cannot be published to ensure privacy for students. In general terms growth from K–3 and , 3 to 5 was higher than the 1 year expected growth and results in numeracy greater than the state average.

Year 5 NAPLAN results exceed results for school with similar students and all Australian students in numeracy Year 3 NAPLAN results exceed results for all Australian students in numeracy. Year 5 results when compared to similar schools showed the school in the top 10 in numeracy.

Student gains show the average change in results for students who have taken consecutive NAPLAN tests at the same school. In 2017 Year 5 students growth score exceeded schools with similar students, students with the same starting score and all Australian schools. Geometry will be an added focus for the school in 2018.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link My School 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 undertaking the tests in 2017 prevent comment on the percentages due to privacy of the students however, overall student performances were very positive in both areas.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

As the school was undertaking its review of the current school plan and seeking input and direction for the next 2018–2020 school plan, consultation meetings were held with staff and parents. Students were also provided an opportunity through class discussion and survey questions.

Their responses are presented below.

Staff

Positives of the school:

- Whole school STEAM program
- Pre2, OSSA and COS partnerships
- Literacy programs
- Sporting Schools
- Experts supporting school programs
- Well resourced school especially with technology

Areas for school consideration

- reward system
- time for the entry of data
- time for planning with others
- homework
- supporting students to develop resilience and self regulation

Parents

Positives of the school:

- Art, sport, robotics and literacy programs
- Keep school small
- Transition program
- Swimming and tennis
- Mindfulness, resilience training Mental health program
- Parent information nights
- Book week
- The teachers

Areas for school consideration:

- Awards system
- All notes via school stream expand school stream
- Robotics and competitions
- Parent info nights on curriculum areas
- Whole year calendar
- Swimming smaller groups
- Extension programs
- Intra school interaction
- Keep school local
- Payment methods
- School uniform
- Homework

Students

Positives of the school:

- lots of opportunities
- book week activities
- STEAM and hands on science
- sport
- creative arts programs
- online technology programs.

Most students responded favourably to Maths and Reading programs taught in the school.

Areas they suggested we could further investigate were:

- increased play equipment
- a school pet
- decrease or cease homework
- expanding excursions
- reviewing the rewards system

Policy requirements

Aboriginal education

This year four of our students, Piper, Sophie, James and Christopher participated in the Orange School groups NAIDOC speaking competition. The topic for this year was "Language Matters". The two teams should be congratulated for their research, speech writing and their presentations which were presented with confidence.

As part of NAIDOC celebration the students of Clergate Public School joined with students of Mullion Creek Public School in a Cultural Day at Mullion Creek which included; cultural practices, learning about indigenous languages, traditional indigenous games, cooking Johnny cakes, weaving bracelets and cultural dance sessions.

All classes address Aboriginal perspectives across the curriculum areas, including activities that promote understanding of the traditions and culture of Aboriginal people. The school encourages students to recognise and respect cultural identity and diversity.

Multicultural and anti-racism education

Mullion Creek Public School is an inclusive learning environment and is committed to enabling all students to have access to equitable education and social outcomes and participate in our diverse cultural society. Through the embedding of cultural understanding within the curriculum students develop an awareness to the differences in culture, religion and customs.

Students are encouraged to develop respect and tolerance and our teaching programs promote cultural understanding. To supplement their learning students as part of Harmony Day joined with Spring Hill Public School to enjoy tasting foods from around the world.

They also had the opportunity to listen to guest speakers from a range of different cultures.

Our trained Anti-Racism Contact Officer (ARCO) is available for students, staff and families and is aware of Department of Education procedures.

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 introduced an online presence with Schoolstream. Download the app and search for Mullion Creek to keep up to date with what is happening.