

Mulwala Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 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

Principal

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Message from the Principal

This report brings us to the end of our current school plan, which the strategic directions being 'Positive Teaching and Learning Environment,' 'Positive School Culture' and 'Positive Relationships.' I must congratulate all the staff who have continued to improve their teaching practice to ensure the students are provided with the utmost quality of education.

Once again I am very proud of the Year Six students leaving our school. They have become confident children who display the Mulwala Buddy Values and will become active citizens in the future. They display the characteristics required to be successful learners and contributors to society.

I would like to thank all the staff for their dedication and professionalism over the past 12 months, and I wish Mrs Quinn all the best in her new leadership role.

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

Gayle Pinn

Principal

School background

School vision statement

Mulwala Public School is committed to equipping students with the tools to be responsible learners and active citizens in our ever-changing world. The school community works together to provide a learning environment which is inclusive, challenging and engaging.

School context

Mulwala Public School has been providing public education in the local area since 1868. It is situated on the Victorian border in Southern Riverina. The student population is approximately 60. The students have a strong SRC. The school consists of large three large classrooms, a library, music room and art room. The school has a strong sense of community, with an active P&C, and has a good relationship with the local preschool, CWA, football and netball club, local library and service clubs. It is a member of the Bangerang Learning Community. The school community values the Mulwala Buddy values and the statement, 'A Mulwala Buddy is a good friend, a responsible learner and an active citizen.' We strive to uphold our 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."

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

The results of this self-assessment indicated that in the domain of Learning, we have demonstrated progress in the areas of Learning Culture, Well-being, and Culture and Learning. The school has developed a positive learning environment, promoting quality teaching and learning time. The strengthening of providing personalised learning for all students has led to students becoming more aware of what they need to learn to be successful and responsible learners.

The Buddy Values program has continued to ensure that the students are explicitly taught the expected behaviours at school. All staff have taken on leadership roles within the school, and the flexible timetable has allowed for stage based teaching in some Key Learning Areas, and expert teachers in other areas.

In the domain of Teaching, the school has made progress in the areas of Effective Classroom Practice, Collaborative Practice, Learning and Development and Professional Standards. The continued implementation of Visible Learning strategies ensures that teachers provide the students with explicit, specific and timely formative feedback to improve their learning outcomes. The school's scope and sequence provides the opportunity for the teachers to work together to improve their teaching. The school has identified expertise within its staff and has provided a flexible timetable to utilise the expertise across the school.

In the domain of Leading, the school has improved in the areas of Leadership, School Resources and Management Practices and Processes. The teachers display leadership skills in many areas, for example Focus on Reading Phase 1 and 2, Online Collaborative Mentor and How2Learn. One teacher took on the role of supervising and supporting the Student Learning Support Officers through their Performance and Development Process. The School Administrative Manager became a trainer in the implementation of LMBR.

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

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

The teachers have continued to implement strategies from visible learning, Focus on Reading Phase 1, and How2Learn into classroom lessons, providing personalisation and precision in teaching and learning. There is evidence of effective and timely feedback, positive growth mindset and consistent language in all classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	Learning and Support 0.3 Teacher– Reading Recovery 0.21 Low Level Adjustment for Disability– \$7802	In 2017 the school implemented 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. Two teachers attended Trauma Informed Practice professional learning, and shared strategies with all staff. At the end of 2017 22% of students support with individual learning plans, and 15% had modifications to the class learning program. 18% of students were achieving at a high level in either literacy or numeracy, with extension provisions.
Evidence of reflection tools and professional learning will demonstrate quality teaching and learning by all teachers.	Nil	Teacher surveys and professional discussions, as well as student surveys and class observations, have indicated that all teachers have implemented aspects of visible learning into their classrooms. Students have learnt to accept and provide feedback to each other, as well as accepting effective feedback from teachers. Consistent language is being used across the school, and students have been provided with personalised learning when required. Flexible maths groups were trialed in Term 4, which allowed students to move between groups, teachers and classrooms, depending in their needs. Evaluation of the trial was very positive. Classes were split into stages for the teaching of HSIE and Science. All teachers are trained in Focus on Reading Phase 1.

Next Steps

- Flexible maths groups and stage based HSIE and Science groups to continue.
- Further develop the capacity to implement visible learning into the classroom.
- Build teacher capacity in planning for split-screen teaching.
- Provide time for teachers to plan collaboratively.
- Build teacher capacity in using backward mapping when planning assessment and learning tasks.
- Develop a whole school approach to recording assessment results.

- Become familiar with the literacy and numeracy learning progressions.



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

Teachers have provided explicit lessons for the teaching of the Buddy values and a consistent approach to language and expectations has been developed. Teachers have been diligent in recording behavior, developing plans and communicating with parents. They have become familiar in the use of EBS OnTrack to record any student incidents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95% of students demonstrate resilience and positive behaviour in the classroom and the playground each term (Sentral data indicates two or less incidences).	\$1000 for Buddy awards	The number of student who demonstrated consistent positive behavior each term ranged from 92% in Term 1 to 74% in Term 2.
All teachers will have Walls that Teach, displaying current learning goals.	Nil	Teachers have started to implement Walls that Teach in the and publish success criteria and I can statements.

Next Steps

Continue to explicitly teach the Buddy values to all students and for teachers to be consistent in their expectations and their language.

Provide targeted interventions for identified students in the area of social and behavior skills.

All classrooms have Walls that Teach for students and teachers to refer to.



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

The school has implemented an SRC in which all students have an opportunity to represent their class. Class meetings are held prior to the SRC meeting. Students have been provided with leadership opportunities as leaders at assembly, authors of information in the newsletter and representing the school at community events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evaluation of the participation in extra-curricular and community activities will show a benefit to the learning for students.	Nil	50 extra-curricular activities were provided for students and evaluated by the teachers.. 58% of the activities involved prior learning, with 46% of the activities having follow up lessons.. 92% of the lessons involved new learning for the students and only one of the activities did not engage the students.
General capabilities are evident in all teaching programs.	Nil	Program evaluations indicated that the teachers are following the school's scope and sequence, but the teachers have stated they would like more professional learning to build their capacity to integrate Learning Across the Curriculum in all KLAs.

Next Steps

Continue to provide extra-curricular activities to improve student learning.

Provide professional Learning to build the capacity of teachers in integrating general capabilities in all KLAs.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Loading \$686	All Indigenous students were provided with a personalised learning plan (PLP) which was developed in consultation with their parents. All students participated in an Aboriginal Cultural Day and the students in K–2 were involved in the local NAIDOC week celebrations.
Low level adjustment for disability	Low Level Adjustment for Disability \$7802	The Learning and Support teacher (LaST) identified and supported students who were referred to the Learning and Support Team. SMART goals were developed for interventions. Release was provided to teachers to meet with parents and service providers and prepare plans for students at risk. Two teachers attended training to build their capacity to cater for students who have experienced trauma. 22% of students required individual learning plans, 15% required classroom modifications or adjustments and 18% were extended in their learning.
Quality Teaching, Successful Students (QTSS)	QTSS staffing 0.045	Teachers were provided with time to observe and be observed, in the classroom to improve the quality of their teaching. Programming meetings were attended by teachers. During this time they collaborated to ensure all students were provided with personalised learning.
Socio–economic background	Socio–economic background \$16 223	A part–time teacher was employed to enable flexible Maths groups and stage based HSIE and Science groups to be implemented. The flexible Maths groups allowed the students to move between groups each fortnight, depending on their learning needs, after a pre–assessment of the Maths concepts was conducted. All students stated they felt positive about the implementation of the flexible groups. All students were provided with opportunities to participate in activities to enhance their learning. These included Open Water learning Experience and Hooked on Fishing to encourage the students to utilise the lake safely. The K–2 students attended an excursion to Albury to see a Playschool concert and view a cultural art exhibition. Years 4/5/6 attended the Bonegilla Migrant Camp to enhance their learning in HSIE. Students were supported to attend the Aspire Me Camps in the areas of Dance and Sport. A student was supported to attend the excursion to Stewart House.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	35	33	24	23
Girls	34	31	25	31

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	92.6	98.4	93
1	95.1	95.9	92.2	98.9
2	92.6	89.8	92.8	88.5
3	94.4	94.1	88.2	92.4
4	92.7	95.1	93.9	93.5
5	93.8	91.2	91.4	94.2
6	94.1	97.8	89.6	92.9
All Years	93.5	93.9	92.5	92.7
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

Teachers adhere to the departmental attendance guidelines. Teachers mark the roll promptly using EBS Ontrack at 9 am each morning. Absences are followed up with parents as per the guidelines. Students with unacceptable attendance are referred to the Learning and Support Team and Home School Liaison Officer. The newsletter and parent information book and sessions are used to communicate with parents the importance of regular and punctual attendance. Students with 100% attendance are acknowledged at the end of term assemblies and Presentation Night.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.93
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.46
Other Positions	0

*Full Time Equivalent

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 teachers and support staff participated in professional learning in 2017. One teacher participated in the local High Impact Leadership course and gained a position as an Assistant Principal. One teacher facilitated the professional learning in Focus on Reading for colleagues, with one staff member completing the course. One teacher attended training in the use of Primary Connections resources. All staff participated in further training in the use of GSuite and completed all areas of mandatory training.

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	29,354
Global funds	59,272
Tied funds	52,995
School & community sources	15,004
Interest	1,165
Trust receipts	14,005
Canteen	0
Total Receipts	142,441
Payments	
Teaching & learning	
Key Learning Areas	9,830
Excursions	3,805
Extracurricular dissections	4,810
Library	3,640
Training & Development	16,997
Tied Funds Payments	45,535
Short Term Relief	5,953
Administration & Office	27,821
Canteen Payments	0
Utilities	9,357
Maintenance	8,804
Trust Payments	16,830
Capital Programs	0
Total Payments	153,382
Balance carried forward	18,413

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	129,337
Appropriation	101,545
Sale of Goods and Services	3,608
Grants and Contributions	24,172
Gain and Loss	0
Other Revenue	0
Investment Income	11
Expenses	-109,445
Recurrent Expenses	-109,445
Employee Related	-50,067
Operating Expenses	-59,378
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	19,892
Balance Carried Forward	19,892

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	553,450
Base Per Capita	7,488
Base Location	8,551
Other Base	537,411
Equity Total	53,142
Equity Aboriginal	687
Equity Socio economic	16,223
Equity Language	0
Equity Disability	36,232
Targeted Total	31,500
Other Total	25,935
Grand Total	664,027

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

School-based assessment

During 2017 the Reading Recovery funding was used to target students at risk in Kindergarten to Years 3, with a focus on the development of phonics. The Learning and Support teachers used assessment data to develop specific interventions and SMART goals for each student and worked with on an individual basis. The students showed good growth in their targeted areas of need.

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.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	30.8	15.4	15.4	30.8	7.7
School avg 2015-2017	4.4	16.9	7.4	7.4	25.8	4.8

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	8.3	16.7	16.7	50.0	0.0	8.3
School avg 2015-2017	2.8	5.6	5.6	16.7	0.0	2.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents and students about various aspects of the school.

The parents' responses are presented below.

- They feel that the school based programs, including Buddy values program, Google program, Seesaw, fitness and sport and flexible Maths groups, are very beneficial to their child's education.
- Some parents would like more practical lessons, including cooking and gardening, and the teaching of a musical instrument.
- They feel that our various forms of communication are effective.
- They feel they are involved in the school and their child's education in many ways.
- They feel very welcomed at school.
- The main skills the parents would like their child to have by the time they leave primary school include good literacy and numeracy skills, technological skills, be critical, creative and confident, collaboration and have good public speaking and social skills.
- They feel the most positive things about the school are that it is welcoming, small, has great teachers, provides lots of opportunities for the students and the Buddy values system.

The student responses are presented below

- They can demonstrate how they are a good friend, a responsible learner and an active citizen.
- 93% of the students stated that they know what

they are learning and 97% of them believe they achieve their learning goals.

- 97% of the students stated that the teachers help them achieve their goals and tell them how they are going and how they can improve.
- 98% of the students believe their work is challenging and 89% stated that they go into the learning pit.
- 92% of the students enjoy coming to school.

Policy requirements

Aboriginal education

Mulwala Public School has a small number of Indigenous students. All the students have personalised learning plans (PLPs) developed in consultation with their parents. Aboriginal perspectives were integrated into learning where appropriate. All students participated in an Aboriginal cultural day to raise awareness and celebrate NAIDOC week. The students in Kindergarten to Year 2 also participated in the local NAIDOC week celebrations.



Multicultural and anti-racism education

All students participated in the Victorian Country Women's Association (CWA) country of study—Denmark. This included a cultural day. Selected students also attend the CWA cultural day. Teachers integrated the general capability Asia and Australia's engagement with Asia into their Term 2 teaching and learning program. This culminated into a whole school performance of the Willow Pattern Story.

Students in Years 3 to 6 participated in the Multicultural Public speaking competition, with James Frazer being named the regional winner in the junior division.