

Mumbil Public School Annual Report



2017



2669

Introduction

The Annual Report for **2017** is provided to the community of **Mumbil 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.

Rebecca Freeth

Principal

School contact details

Mumbil Public School

Apsley Cres

Mumbil, 2820

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

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

6846 7436

School background

School vision statement

Mumbil Public School is committed to creating a harmonious, positive environment, which is inclusive, engaging and supportive. The school staff is committed to developing individual strengths, a love of learning and the capacity to achieve through catering for each child's emotional, social and academic needs and development.

School context

Mumbil Public School is located mid-way between Dubbo and Orange. Mumbil is a small community of families who enjoy a peaceful rural lifestyle. Mumbil Public School provides quality learning experiences to an interested group of families. Mumbil Public School maintains a special place within the surrounding rural community and is strongly supported by community members, local organisations and the parent body.

Students attending Mumbil Public School are enthusiastic, friendly and keen to learn. There are 7 girls and 14 boys in the current cohort. Students have a range of abilities and specific learning needs. Students access excellent programs catering for individual difference and enjoy a wide range of extra-curricular activities. Extension in areas of gifted and talented and specialised speech, language and reading programs are provided for targeted students. 20% of students identify as aboriginal.

Mumbil Public School is staffed by a mix of experienced and early career teachers, bringing a wonderful balance of deep knowledge, based on extensive experience, youthful energy and a shared interest in current pedagogies. School staff members are highly motivated and show a strong commitment to ongoing professional learning.

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.

This year staff took place in professional learning relating to Learning, Teaching and Leading as identified for individual need. Staff participated in literacy programming workshops, Live Life Well, mandatory training updates and LMBR training.

2017 saw the introduction of LMBR– Learning Management and Business Reform throughout Mumbil Public School which is designed to streamline office management and student tracking.

Students this year have participated in language programs Wiradjuri and Chinese, Waste to Art, Wellington Eisteddfod, Sporting Schools programs, debating and science extension days. Teaching programs have been written and adjusted to meet individual needs and to meet opportunities for individual extension where necessary.

In the domain of learning, the school encouraged high levels of student, engagement, both ensuring and acknowledging the collective responsibility for student learning and success. Positive and respectful relationships were established across across the school community, as evidenced from the school based surveys. This creates a productive learning environment, supporting students' development as learners. Staff and students have been working to continue to achieve positive student engagement and learning opportunities.

In the area of teaching staff have developed their capacity in the delivery of effective classroom teaching. Staff met on a regular basis in our own small school as well as with staff from the Dubbo and Wellington Small Schools Network. These meetings provided us with the opportunity to work together and focus on effective classroom practices, data skills and use, collaborative practice, learning and development and professional standards in the teaching domain. Innovative curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students. Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn through the student's Personal Learning Plan meetings, parent Information sessions and regular information included in newsletters. To develop school plan projects the school has analysed school

performance data and a range of other contextual information and is aware of trends in student achievement levels.

In the domain of leading the school is recognised as excellent and responsive by its community as a result of its effective engagement with all members of the local community such as parents, families, local businesses and the wider community including our closest small school Stuart Town Public School. The school plan has addressed the development of leadership skills in teaching staff and students with a particular focus on the senior students . Teachers are given the opportunity to lead various projects such as sporting challenges, combined sporting activities, school excursions and organise community engagement activities. As a result student participation was high in all activities and teachers developed leadership skills in the areas of organisation, time management and communication.

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

Student Learning and Engagement

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Overall summary of progress

We have continued our whole school focus on Literacy and Numeracy and have seen significant success with the introduction of Early Action for Success at Mumbil Public School. All teaching and support staff have accessed professional learning opportunities to improve teacher quality which has seen improved programs run throughout the school.

We work closely with our parents and community to support our students, with all students benefitting from a Personalised Learning Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance rates to increase from 92% to 97%	Nil cost.	Student attendance closely monitored and followed up by all staff. Acceptable absence reasons are reviewed regularly.
Maintain high numbers of students who achieve above state average growth in NAPLAN between Years 3 and 5.	\$1000 Literacy resources.	Student data not registered due to individual student numbers in grade 5.
Increased numbers of students achieving expected growth on the Literacy and Numeracy Continuums by at least 5%.	\$1000 Literacy resources.	Monitor and evaluate curriculum opportunities for students in 2017 with a view to implement these in the future.
Increase percentage of Kinder to Year 2 students achieving Reading Benchmark targets to approximately 75%.	L3 Department of Education covered cost.	L3 methodologies embedded across K–2. Evaluation of programs in all Key Learning Areas.
90% student participation in extra curricula activities.	Nil cost.	Feedback from staff relating to success of programs and tracking to plan for where to next. Increased interaction with small schools network to participate in extracurricular activities throughout the year.

Next Steps

Next steps required to ensure 2017 Strategic Direction 1 continues to be implemented include:

- * Continuing to implement Early Action for Success programs in our school setting.
- * Ensure all staff continue to access professional learning activities which relate to their own Professional Development Plans.
- * Continue to embed the importance of strong school attendance.

* Evaluate as a school community the current programs running throughout our school and how we can improve these programs in future.

* Create and monitor Personalised Learning Plans for all students in 2018. These plans are reviewed and edited with both parent and student support.

Strategic Direction 2

Professional Practice

Purpose

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment.

Overall summary of progress

All staff have delivered quality teaching programs throughout 2017. All programs have followed Department of Education guidelines and have been written to address the new syllabus outcomes. Staff have continued to train in Early Action for Success programs and have been supported by an Instructional Leader.

All staff have Professional Development Plans in place to address targeted support necessary to continue to be life long learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standards.	Professional learning funds.	Professional Development Plans implemented by all staff and supported by the school principal. All staff have worked as a team to review and implement new programs throughout the school which have benefitted all students.
Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.	Professional learning funds.	Staff have participated in Early Action for Success program professional development. Staff have participated in professional learning that aligns with our school plan and the Premier's Priorities for education and young people.

Next Steps

The next steps for 2018 to ensure successful implementation of the new school plan include:

- * Working with staff, students and community to survey and develop the 2018–2020 school plan.
- * L3 training for relevant staff to continue.
- * Building Numeracy Leadership (BNL) training and implementation to begin as part of the Early Action for Success program.
- * Engagement in leadership professional development for school principal and staff.

Strategic Direction 3

Inclusive, Respectful Partnerships

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business; which has students' engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.

Overall summary of progress

Students are highly engaged in the current programs running within the school and community. All students are participating in extra-curricular activities including new programs such as Chinese language, gymnastics, hockey and music.

Students have worked alongside staff the review school processes and have continued to learn about the importance of citizenship in our community.

Our P&C have worked tirelessly to support our school and its students by fundraising and running our school canteen once a week.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent participation in the P&C and school-home partnerships.	Nil.	Our P&C has remained strong in 2017 with fundraising support occurring throughout the year.
Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.	Nil.	Community, staff and students have been surveyed throughout the year to review engagement. Positive feedback was given in particular relating to extra-curricular programs.
Welfare Policy and Procedures revised and reflect a positive school culture.	Nil.	All school policies and procedures were reviewed in 2017. Students have participated in programs throughout the year which encouraged positive school engagement and positive school culture.
Anti-Bullying policy revised with input from the whole school community.	\$400.	Our anti-bullying policy was reviewed in 2017. All students took part in Harmony Day activities and Personal Development programs relating to positive school culture.

Next Steps

Next steps required for 2018 include:

- * Staff to continue to work closely with our school community to ensure positive school relationships remain.
- * Staff to work with our community to engage them in discussions regarding our 2018–2020 school plan.
- * Continue parent meetings.
- * Continue engagement in extra-curricular activities.
- * Continue to work with nearby schools to enhance opportunities for our students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO support. \$5,614	<p>Students were supported 1:1 in Literacy and Numeracy.</p> <p>Students achieved improvement in Literacy and Numeracy outcomes.</p> <p>All students with Aboriginal backgrounds have a Personalised Learning Plan which is implemented by all staff.</p>
Low level adjustment for disability	SLSO and teacher support. \$22,288	<p>SLSO support allowed for all students to be supported within our school setting.</p> <p>Second teacher employed to support smaller class sizes for individualised learning to be implemented.</p>
Socio-economic background	SLSO and teacher support. \$31,287	<p>By employing extra staff to work with students we have been able to increase the number of programs running within the school. All students have access to a personalised education program and are able to access individual support in a timely manner. When reviewing pre and post assessment data we have seen a significant improvement in student achievement.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	13	15	12	10
Girls	7	7	4	5

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	98.4	91.4	90.3
1	89.1	94.5	96.5	93.5
2	93.5	94.5	94.8	95.4
3	96.7	96.7	94.6	91.2
4	100	96.7	98.9	93.5
5	88.5	98.9	98.6	95.7
6	90.5	94.2	95.2	96.2
All Years	91.6	96.1	96	93.8
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 is monitored each week at staff meetings. Students are recognised and rewarded for consistent attendance.

Parents and carers are contacted at the end of each week if notes regarding absences have not been received. Parents are contacted after all 2 day absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.24
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.72
Other Positions	0

*Full Time Equivalent

Mumbil Public School has one local Wiradjuri staff member employed full time.

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 staff members have completed all mandatory training. This includes WHS induction for employees, e-emergency care, anaphylaxis and asthma training, child protection training and yearly update. 1 staff member accessed L3 training, 2 staff members accessed Live Life Well training. 1 staff member accessed literacy progressions training.

All teaching staff are accredited.

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	70,052
Global funds	51,879
Tied funds	53,663
School & community sources	5,369
Interest	652
Trust receipts	198
Canteen	0
Total Receipts	111,762
Payments	
Teaching & learning	
Key Learning Areas	9,282
Excursions	5,484
Extracurricular dissections	1,988
Library	249
Training & Development	4,288
Tied Funds Payments	38,148
Short Term Relief	9,472
Administration & Office	18,291
Canteen Payments	0
Utilities	9,822
Maintenance	15,123
Trust Payments	5,000
Capital Programs	4,355
Total Payments	121,500
Balance carried forward	60,313

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	67,835
Appropriation	60,313
Sale of Goods and Services	911
Grants and Contributions	6,566
Gain and Loss	0
Other Revenue	0
Investment Income	46
Expenses	-37,837
Recurrent Expenses	-37,837
Employee Related	-25,787
Operating Expenses	-12,050
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	29,999
Balance Carried Forward	29,999

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	262,751
Base Per Capita	2,445
Base Location	8,441
Other Base	251,864
Equity Total	59,188
Equity Aboriginal	5,614
Equity Socio economic	31,287
Equity Language	0
Equity Disability	22,288
Targeted Total	0
Other Total	1,537
Grand Total	323,476

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.

In 2017 2 students in year 3 and 1 student in year 5 participated in NAPLAN assessments. Department of Education protocols do not allow us to comment on our school results due to privacy reasons.

In 2017 2 students in year 3 and 1 student in year 5 participated in NAPLAN assessments. Department of Education protocols do not allow us to comment on our school results due to privacy reasons.

Parent/caregiver, student, teacher satisfaction

Parents and carers were interviewed to gain insight into community views regarding school strengths and areas

for improvement. Parents and carers are supportive of the culture in the school, in particular the increased opportunities this year for extra-curricular activities such as sports coaching, science programs, creative arts and individualised learning opportunities.

Individualised support for students in the classroom due to smaller class sizes was also noted as a strength of Mumbil Public School. Communication was seen to be much improved in 2017 with the implementation of the school's social media page on Facebook. This has supported parents to stay up to date with school events.

Students were also surveyed throughout the year on school strengths and areas for improvement. Students indicated that they felt supported in their learning and were comfortable in asking for and gaining support where necessary. Students indicated that they would like to see a school garden created. This suggestion was implemented in term 3 with students caring for and using the ingredients from their school vegetable garden throughout the year.

Staff remain committed to the pursuit of excellence in teaching and learning and have accessed professional learning throughout the year as necessary and where supported by their Professional Development Plans. School staff met regularly throughout the year to share knowledge and strategies as well as to address Workplace Health and Safety issues that had arisen.

Policy requirements

Aboriginal education

The school continued to support all students to access Aboriginal education opportunities throughout the year. Our Wiradjuri language teacher continued to work with students each week to develop student knowledge regarding the language and culture of the Wiradjuri people.

Personalised learning plans are in place for all students who identify as being of Aboriginal background. These plans are developed as a team between carers, staff and student and are implemented on a daily basis where appropriate.

Mumbil students participated in 2 NAIDOC Day celebrations at Stuart Town Public School and Wellington Public School. Students joined with other students to celebrate and participate in cultural awareness activities. Students also attended Stuart Town Public School prior to NAIDOC day to learn about traditional Aboriginal games.

Multicultural and anti-racism education

Students participated in units of work throughout the year linked to different countries, regions and cultures around the world. Once again students worked alongside the Country Women's Association to complete projects relating to the country of study for 2017 which was Nepal. Culture was at the forefront of

our study about Nepal with students learning about roles of individuals in family groups, food, clothing and government.

Mumbil Public School students participated in Personal Development, Health and Physical Activity (PDHPE) programs which modelled the importance of inclusive environments for all students.