

# Mummulgum Public School

## Annual Report



2017



Nurturing the gift  
that is the individual

2671

## Introduction

The Annual Report for **2017** 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 Murphy

Principal

### School contact details

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## 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

The Premier’s Priorities of Tackling Childhood Obesity, Improving Education Results and Protecting our Kids are focal points of our school vision.

We also have a commitment to the wellbeing of our students to ensure that they: Connect, Success and Thrive in our learning environment.

### 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 TP1 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 2017 enrolment is 26 students. The school consists of a 3–6 multi stage class and K–2 multi stage class.

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 163. The ACARA My School Index of Community Socio-Educational Advantage (ICSEA) value is 893.

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

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:** Learning Culture – Sustaining and Growing, Wellbeing – Sustaining and Growing, Curriculum – Delivering, Assessment – Delivering, Reporting – Delivering, Student performance measures– Delivering

**TEACHING:** Effective classroom practice – Delivering, Data skills and use– Delivering, Professional standards– Delivering, Learning and development– Delivering

**LEADING:** Educational 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 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

### 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

During 2017, Mummulgum Public School has enabled students learning with creative and quality experiences in both Literacy and Numeracy which have provided opportunities for growth in self-regulation. The high level of student engagement is evident with increased confidence and success in Literacy and Numeracy. Student motivation and enjoyment has supported success individually and as a class learning community.

Students continued to respond and engage positively to peer feedback within the classroom setting and also through regular inter school video conferences using the language and framework of the 7 Steps to Writing Success Program. Students utilised feedback for further self-reflection, editing and self-evaluation.

In 2017 MPS became an Early Action for Success (EAfS) Phase 2 school under the Small Schools Strategy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students are achieving at or above their appropriate year level on the Literacy & Numeracy Learning Continuums  Student growth between Year 3 and Year 5 will be at or above State growth levels in NAPLAN	Socio-economic background (\$31,787)  Low level adjustment for disability (\$1,320)  Aboriginal background loading (\$780)	Students progressed along the Literacy & Numeracy continuum and recorded on PLAN  Most students are achieving at or above the appropriate year level in Literacy and Numeracy  Students in Years 3–6 are utilising the "I can Statements" to self-assess progress in writing.  Student growth between Year 3 and Year 5 in NAPLAN are varied when measured against State growth. Individual student growth in particular areas is very positive.

#### Next Steps

In 2018 the focus for MPS will be to consolidate the skills and strategies used in writing to further develop student self-analysis through the use of peer feedback in order to improve growth and learning outcomes. During 2017 the school team joined in the State trial of Building Numeracy Leadership (BNL). The school will continue with this trail in 2018. The focus being on developing staff in Working Mathematical understanding and pedagogy and enriching the students' skills in this area. 2018 will be the second year for MPS's involvement in EAfS. K–2 will continue to deepen understanding and implementation of L3 in the K–2 years.

## 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

During 2017, Mummulgum Public School continued to provide creative opportunities for parents to make meaningful connections and deepen their understandings of their child’s learning and progress in Literacy and Numeracy.

An increasing number of parents access the SEESAW portfolio to view and provide feedback on their child’s contributions.

During Term 1 parent/student workshops were held for K–2 and 3–6 focusing on key areas of reading with your child at home, maths games for home, importance of attendance each day and healthy lunch box ideas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All parents regularly engage in meaningful conversations and provide feedback about their child’s progress in Literacy &amp; 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>Parents are more confident with the “I Can” statements and the language of the 7 Steps to Writing Success program. They are more confident to initiate meaningful conversations with their child or the class teacher regarding the child’s progress in writing.</p> <p>Staff continue to participate in peer observations using video and engage in peer feedback to improve pedagogy.</p> <p>During High School transition visits students from Year 3, 4, 5 &amp; 6 were involved in activities and discussions. Parents were invited to come along and join in discussions.</p>

#### Next Steps

In 2018 the focus for MPS is to continue deepening parent conversations with students about their child’s learning. Staff will utilise the language and framework of the 7 Steps to Writing Success Program to guide parents when providing meaningful feedback regarding their child’s progress

In Term 2 parents will be provided with the opportunity to participate in a workshop entitled “Parents with Purpose” focusing on enabling parents to identify and strengthen their impact on their own child’s learning and aspirations through purposeful actions.

## 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

During 2017, Mummulgum Public School continued to conducted regular peer observation video–conferences between Mummulgum and Doubtful Creek Public Schools.

Collaborative practises have continued between the two school leaders of both schools with regular ongoing planning and monitoring of projects.

During join supervision meeting both principals and the Director Public Schools for Clarence Valley utilised video recording to assess and provide feedback in line with PDP assessment and observation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Teaching staff regularly and effectively update and utilise PLAN data in the form of Class and Individualised Learning Plans</p> <p>Teaching staff use the data to inform their teaching practices by planning, delivery and review of the effectiveness of their pedagogy</p> <p>Teachers utilise the Professional Development Plan (PDP) process &amp; the APST to evaluate and refine future practice</p>	<p>Professional Learning (\$4,536)</p>	<p>Staff utilise the student conferencing opportunities to identify student growth and record PLAN data.</p> <p>Teaching staff became increasingly familiar with the markers in PLAN and utilised these as where to next? Prompts to inform their teaching practices and planned delivery</p> <p>Teaching staff utilised the Professional Development Plan process to identify elements from the APST and or APSP in line with the School Plan, to plan and refine their future practice.</p>

#### Next Steps

In 2018 the focus for MPS teaching staff will be to provide and utilise opportunities to develop increasing understanding and confidence through professional learning made available in using the Learning Progressions in Literacy and Numeracy. Staff will collaborate to assist with updating data in PLAN2. Members of the Learning Community will participate in workshops in The Allocating Grades Consistently delivered by NESA.

2018 will be the second year for MPS's involvement in EAfS. K–2 will continue to deepen understanding and implementation of L3 in the K–2 years

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM Equity Loading for Aboriginal Background  \$780	Aboriginal background funds and staffing allocation were combined to provide an additional 1 day a week support teacher salary in the K–2 classroom.  PLAN data updates reflects student – teacher collaborative assessment
<b>Low level adjustment for disability</b>	RAM Equity Loading for Low Level Adjustment for Disability  \$1 320	Low Level Adjustmant for Disability:  Staffing allocation 0.2 LaST  Funds were combined to provide an additional 1 day a week support teacher salary in the K–2 classroom.
<b>Socio–economic background</b>	RAM Equity Loading for Socio–economic Background  \$31 787	Socio–economic funds and staffing allocation were combined to provide 5 days a week classroom teacher salary for a K–2 classroom.  PLAN data updates reflect positive impact for students growth.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	11	9	10	15
Girls	12	11	10	7

Student enrolments in Term 1 2017 were 25. Term 2 began with an enrolment of 26, which allowed the class structure for the remainder of the year to be a K–2 Class and 3–6 Class to operate 5 days per week. The year concluded with an enrolment of 21 students.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	85.9	89	89.7	93.5
1	92.7	93.4	89.8	91
2	98.9	94.6	93.9	93.5
3	95.6	94.5	93	92.3
4	92.9	93.5	90.3	95.3
5	98.4	90.1	100	88.5
6	95.6		81.2	91.4
All Years	93.5	92.8	91.1	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		93.4	93.3
All Years	94.8	94.1	94	93.9

### 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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.66
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	1.1
Other Positions	0

\*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 2017 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 2017: Early Action for Success (EAFS), L3 (Language, Learning and Literacy) training for K–2 staff, Building Numeracy Leadership (BNL), LMBR training for SASS staff and Principal, Positive Media Master class.

DoE Mandatory Training: Child Protection Update 2017, Code of Conduct update 2017, CPR face to face, e-CPR, WHS Induction, E-Anaphylaxis, e- Emergency Care.

Working With Children Check (WWCC) – all staff gained a WWCC

## 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>39,911</b>
Global funds	68,500
Tied funds	41,942
School & community sources	12,757
Interest	552
Trust receipts	2,345
Canteen	0
<b>Total Receipts</b>	<b>126,097</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	4,299
Excursions	5,254
Extracurricular dissections	4,245
Library	220
Training & Development	6,214
Tied Funds Payments	29,387
Short Term Relief	2,756
Administration & Office	16,674
Canteen Payments	0
Utilities	5,035
Maintenance	2,227
Trust Payments	1,344
Capital Programs	0
<b>Total Payments</b>	<b>77,654</b>
<b>Balance carried forward</b>	<b>88,354</b>

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 (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	109,361
Appropriation	92,781
Sale of Goods and Services	351
Grants and Contributions	16,167
Gain and Loss	0
Other Revenue	0
Investment Income	61
<b>Expenses</b>	-44,417
Recurrent Expenses	-44,417
Employee Related	-9,312
Operating Expenses	-35,105
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	64,944
<b>Balance Carried Forward</b>	64,944

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 (\$)
<b>Base Total</b>	306,136
Base Per Capita	3,057
Base Location	2,618
Other Base	300,462
<b>Equity Total</b>	64,359
Equity Aboriginal	780
Equity Socio economic	41,945
Equity Language	0
Equity Disability	21,635
<b>Targeted Total</b>	0
<b>Other Total</b>	27,207
<b>Grand Total</b>	397,702

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.

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 2017. Parents of students who participated in the 2017 NAPLAN Tests have been provided with individual reports and were invited to seek feedback where necessary.

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.

### **Premier's Priorities:**

*Improving education results and State Priorities:*

*Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands:*

The Premier's Priorities contribute to and underpin whole school teaching and learning programs. Our school is committed to achieving the best positive outcomes for all students and is reflected in our school's overall aspirations.

## **Parent/caregiver, student, teacher satisfaction**

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

In 2017 Mummulgum Public School utilized the Tell Them From Me Surveys for students, parents and staff.

100% of students in years 4,5,& 6 responded to the survey.

Initially the survey was made available to all parent via online, only 3 responses were received. A paper version of the survey was then made available to all parents with 50% responding to the hard copy survey.

100% of staff responded to the survey.

### **Student Outcomes and School Climate 2017**

Areas of strength where MPS student responses were significantly above the NSW Government Norms:

100% – students with a positive sense of belonging

100% – students with positive relationships

100% – students that value schooling outcomes

80% – students with positive homework behaviours

100% – students try hard to succeeding their learning

9.8 – Positive teacher–student relations

9.7 – Expectations for success

### **NSW Parent Survey 2017**

Parents were asked to respond using 1 of the following: Strongly Disagree, Disagree, Neither Agree or Disagree, Agree, Strongly Agree.

The range of responses are reflected below.

Parents Feel Welcome – agree & strongly agree

Parents are Informed – agree & strongly agree

School Supports Learning – agree & strongly agree

School Supports Positive Behaviour – agree & strongly agree

Safe School – agree & strongly agree

Inclusion at School – agree & strongly agree

Parents Support Learning at Home – once a week, 4 to 5 times a week & every day or almost every day

### **Focus on Learning Teacher Survey Report 2017**

Areas of strength, all MPS staff responses were above the NSW Government Norms:

Eight Drivers of Student learning (10 Point scale)

8.9 – Leadership

8.5 – Collaboration

8.0 – Learning Culture

7.9 – Data Informs Practice

7.9 – Teaching Strategies

7.1 – Technology

8.4 – Inclusive School

7.2 – Parent Involvement

## **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.