

Mullaley Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of 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.

Benjamin Carter

Principal

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Message from the Principal

Mullaley Public School is a dynamic school with excellent community support and skilful, committed staff. Students, teachers and parents work collaboratively to promote quality learning. Mullaley Public School is a proud member of the Namoi Partner Schools (NPS) and the Gunnedah Local Aboriginal Education Consultative Group (AECG).

As a school we are always looking to the future to ensure we progress with current teaching practices and provide our children with the best possible education pathways. The staff at Mullaley Public School value collegiality and continually participate in high level professional learning opportunities to develop and improve their practice and skills. Quality teaching programs are constantly updated and staff are committed to making a difference. Multiple programs continue to enhance normal school functioning and improve expectations for student outcomes.

Students continue to achieve success in various domains including through music, sport, academic areas and general school and community involvement. In 2018, Mullaley Public School achieved great success on the sporting field, with individuals and teams winning multiple events and representing our school at zone, regional, state level.

Our students are always encouraged to be hardworking, continually engaged and to abide by our school motto of "Stop and Think".

The Mullaley Public School P&C continues to be highly engaged and involved in all aspects of school life. Parents assist within the school, visit assemblies, and support school events, all of which positively contributes to maintaining the important partnership that has developed between home and school.

Benjamin Carter

Principal

School background

School vision statement

Mullaley Public School envisions a school that produces lifelong learners in a safe, respectful and innovative learning environment. The school is committed to equity and excellence in education and allowing students to achieve their personal goals.

Rich and diverse opportunities and a culture of collaboration and partnerships in learning develop the capacity, confidence and creativity in each student, allowing them to become resilient, compassionate, active, informed citizens.

School context

Mullaley Public School (MPS) is situated 39kms west of Gunnedah on the Oxley Highway. For 133 years the wider school community has actively supported its young learners and members of staff, and like all rural schools, it is the focal point for the community.

Mullaley PS has a strong focus on student wellbeing and developing the whole child. Improving the literacy and numeracy standards of each student is central to all learning, and is embedded across the curriculum.

Programs which focus on personal development and growth, healthy lifestyle, the environment, the Arts, technology, citizenship and leadership, and a knowledge and appreciation of differences and the community and world students live in, are an integral part of the school's plan.

Parents, carers, and members of the community make valuable contributions to the school's programs, as well as the welfare of students.

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.

Learning

There is demonstrated commitment within the school community that all students make learning progress. Whole of school and personalised attendance approaches are improving regular attendance rates for all students. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Expectations of behaviour are co–developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

Teaching

Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of programs and lessons, which meet the needs of all students. A school–wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

The learning support team analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and Performance Development Plans to identify and monitor specific areas for development or continual improvement.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future–focused practices.

Leading

Teaching and non–teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the

vision, values and priorities of the school.

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. Technology that supports learning is available and integrated into lessons by teachers. Administrative staff are expert users of available technology and systems. The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

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

Excellence in Learning, Teaching through Leading

Purpose

To build capacity of teachers and staff to enable success for every student through focussed professional reflection and development that creates a culture in which every staff member is engaged in ongoing, relevant, evidence-based learning and practice at an individual and collective level.

Overall summary of progress

Teaching staff and school leaders have engaged in professional learning based upon data analysis utilising both quantitative and qualitative forms. This has assisted staff in identifying individual student point of need and the development of targets interventions. All staff are actively involved in the school learning and support team which meets regularly to analyse student work samples and track student progress using the Literacy and Numeracy Progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Teachers show growth against the National Professional Standards for Teachers.• Rigorous, evidence-base teaching that reflects the Quality Teaching Framework is promoting individual student growth, with direct teaching pedagogy addressing individual needs.• Collaborative Learning Alliances between small schools established to assist in meeting the needs of individual teachers and address school focus areas.		<p>Video developed and published. Feedback from target audience (universities)</p> <p>Feedback from participating schools.</p> <p>Feedback from teachers show that teaching and learning programs reflect collaborative approaches to programming and assessments. Teachers actively seek out evidence of student progression from multiple sources.</p>

Next Steps

Staff will continue to work with Namoi Partner Schools program to develop necessary skills and share expertise. In 2019 staff will continue to work towards embedding the skills and knowledge they have attained through 2018.

Strategic Direction 2

Student engagement

Purpose

To engage every student in purposeful, focussed and contextual integrated learning that provides opportunities for them to actualise their potential as learners and leaders, and develop as healthy, responsible, informed and productive citizens.

Overall summary of progress

Throughout 2019 Mullaley Public School has seen an increase in student engagement and achievement in targeted areas. Students and Parents have a more positive outlook towards learning, as seen by more parent input and an increase in student driven learnings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All students show growth in learning progressions in Literacy and Numeracy.• Tailored learning programs with appropriate adjustments meeting the individual needs of each student.• Student Wellbeing and Discipline policy and practices promote positive behaviour for learning, reflecting core values and focus on learning.		<p>Student data regularly analysed and evaluated across 5 week cycles each term to inform and strengthen differentiated teaching and learning programs. Principal work plan demonstrates strong focus on mentoring in literacy and numeracy. Teaching and learning programs reflect individual student needs are addressed.</p> <p>Students, Parents and Staff surveys are conducted and analysed to inform and direct practice.</p>

Next Steps

Continue to drive curriculum change throughout the school and community, increasing the involvement of parents in student learning. Ensuring clear and relevant scope and sequences are used throughout the stages.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5146	<p>All ATSI students have a PLP in place which focuses on literacy and numeracy goals that are set during parent/teacher/student meetings. This has developed strong relationships with the school community.</p> <p>Staff attended professional learning on Embedding Cultural Perspectives within their teaching and learning programs. Cultural perspectives are integrated into school programs developing collective efficacy.</p>
Low level adjustment for disability	\$10411 <ul style="list-style-type: none"> • Low level adjustment for disability (\$12 701.00) 	<p>Supported the creation of a three–class structure operating four days a week. The majority of our students are achieving at or above expectations. Due to smaller class sizes, the teacher is able to give individual or small group instruction to those students who are achieving below stage expectations. Programs are differentiated across all learning levels and adjustments made appropriate to each student's level of learning.</p>
Quality Teaching, Successful Students (QTSS)	\$7184	<p>Supported the creation of a three–class structure operating four days a week. The majority of our students are achieving at or above expectations. Due to smaller class sizes, the teacher is able to give individual or small group instruction to those students who are achieving below stage expectations. Programs are differentiated across all learning levels and adjustments made appropriate to each student's level of learning.</p>
Socio–economic background	\$10411	<p>Supported the creation of a three–class structure operating four days a week. The majority of our students are achieving at or above expectations. Due to smaller class sizes, the teacher is able to give individual or small group instruction to those students who are achieving below stage expectations. Programs are differentiated across all learning levels and adjustments made appropriately. A School Chaplain was further employed to work with students who were experiencing difficulty socially and emotionally.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	19	19	19	24
Girls	15	18	22	18

School enrolments have remained consistent throughout 2018. It is projected that with the continuation of the drought into 2019 and beyond enrolment trends may start to slide as families relocate out of the area.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.9	95	94.6	87.4
1	92.5	95.5	94	90.8
2	93.4	96.6	95.7	85
3	92.3	96.3	98.3	92.5
4	98.9	96.1	96.3	87.4
5	94	97.8	94.4	89.8
6	96.7	95.8	98.9	97.3
All Years	93.3	95.9	95.5	89.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

School non-attendance is closely monitored by the school, following the school attendance policy. Weekly reports are printed and analysed and students identified as 'at risk' are discussed at school Learning Support Team meetings. School Principal and SAS staff make regular phone contact with parents to follow-up unexplained absences. If attendance of students falls below 85%, a formal letter is sent to the family allowing for processes to be implemented in collaboration with

the family to address non-attendance. The school refers non-attendance to the Department of Education Home School Liaison Team for further follow up and development of an individual attendance plan where necessary.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.42
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Mullaley Public School currently has no Aboriginal staff employed.

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

Mullaley Public School is committed to the ongoing improvement of teaching and learning through the professional development of staff. Professional Learning throughout 2018 aligned with the school's strategic directions and staff PDP Goals with a focus on improving professional practice and student learning outcomes. Professional Learning included but is not limited to:

- SASS Conference
- SAM Network Meetings
- LMBR Training
- CPR/Anaphylaxis Training
- Small Schools' Conference
- Questacon STEAM Workshops
- Embedding Aboriginal Perspectives
- Vocal Ease
- SCOUT introduction and SCOUT for teachers
- Effective Reading in the Early Years
- All mandatory training
- Leading the Implementation of the Best Start Kindergarten assessment 2018
- Introduction to Literacy & Numeracy progressions

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	28,884
Revenue	530,777
Appropriation	515,936
Sale of Goods and Services	-1,703
Grants and Contributions	15,427
Gain and Loss	0
Other Revenue	676
Investment Income	441
Expenses	-528,544
Recurrent Expenses	-528,544
Employee Related	-467,986
Operating Expenses	-60,558
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	2,233
Balance Carried Forward	31,118

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

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

	2018 Actual (\$)
Base Total	460,396
Base Per Capita	7,928
Base Location	13,967
Other Base	438,501
Equity Total	32,284
Equity Aboriginal	5,146
Equity Socio economic	14,437
Equity Language	0
Equity Disability	12,701
Targeted Total	0
Other Total	7,191
Grand Total	499,871

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The small number of students attending Mullaley Public School makes reporting on NAPLAN difficult due to the possibility of breaching the privacy of individual students.

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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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The small number of students attending Mullaley Public School makes reporting on NAPLAN, the Premier's Priorities and State Priorities difficult due to the possibility of breaching the privacy of individual students.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year a low result of survey responses were received from parents regarding how we can improve as a school. Additionally we held focus group discussions with students, parents and staff seeking information about what we do well as a school and how we could improve. Survey/Focus Group discussions indicated.

- Communication in the school is positive with regular updates to the school Facebook page, weekly newsletter and website.
- The P&C is an active parent group within the school and engages positively with staff, the parents and broader community work as partners to achieve school targets and build a positive

school culture. The P&C group, as one vehicle of parent and community voice, are regularly consulted on school decisions and provide feedback and suggestions to assist in school planning and evaluation.

- Families would like to become more involved in celebrating student success.
- The need to increase wider parent involvement in groups such as the P&C.

Policy requirements

Aboriginal education

Aboriginal Education has been a strong focus for Mullaley Public School with staff working towards integrating Aboriginal perspectives throughout our teaching and learning programs. This will continue to be a focus for 2019.

This year as part of our NAIDOC Week celebrations the students participated in learning experiences around Aboriginal culture. These experiences included story telling and Aboriginal artworks based around the 2018 theme "Because of her, we can".

Staff attended professional learning run by Meleah Walters and Aylish Flannery from Gunnedah South Public School. The learning involved was around continuing to embed Aboriginal perspectives in our teaching and learning programs.

Multicultural and anti-racism education

Mullaley Public School is a place where respect, tolerance and understanding of different cultures is valued. The school ensures that it remains inclusive by implementing teaching programs that encompass multicultural perspectives. Students develop skills in recognising and respecting the diverse cultural backgrounds of our Australian population.

.An anti-racism officer is elected from among the staff at the beginning of the school year. Their role is to be accessible to staff and students in the event of issues regarding racism.