

Mullion Creek Public School

Annual Report



2018



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Introduction

The Annual Report for 2018 is provided to the community of Mullion Creek Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Sally Beer

Principal

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Message from the Principal

2018 has brought with it changes, some challenges and many achievements to our school. Each and every student in our school has a right to feel proud of the progress they have made this year and every student has made their teachers extremely proud of their effort and commitment to learning.

The school has appreciated the dedication and support provided by the community, P&C along with our parents have played a vital part in supporting the students. The students would have far fewer opportunities if it was not for the support of these people.

Staff both teaching and support at Mullion Creek willingly go above and beyond to nurture each individual student and to ensure they are afforded a diverse range of experiences and opportunities. All these people worked tirelessly over the past year to ensure every child is given every opportunity to reach their full potential.

As a staff we are proud that we are able to offer a wide and diverse range of experiences to all of the students here, experiences not all schools can offer. We know that learning is lifelong and that experiences make the learning all the richer.

Each student has worked hard to achieve and develop their skills. Each day our students have worked to understand and learn what is being taught. We are and continue to be very proud of our students and our schools many achievements.

Sally Beer

Principal

School background

School vision statement

At Mullion Creek Public School we believe in 'Striving for Success' within an inclusive, supportive learning environment, developing respectful, responsible achievers that strive for excellence, while being creative who are future focused in an ever changing world.

School context

Mullion Creek Public School is situated in a semi-rural setting 17 kms from the City of Orange. Students are given every opportunity to compete equally with students at larger city schools whilst still enjoying their rural lifestyle.

The school provides a dynamic and caring educational environment in which all students access quality educational programs within a varied and balanced curriculum delivered by dedicated staff. In recent years major initiatives in the areas of literacy, numeracy, student well-being, technology, sport and creative arts, has brought about widespread recognition of excellence within the school and the wider community.

The school maintains a culture which is based upon continuous improvement and quality service.

The school staff continually enhances students' educational opportunities with the assistance of a highly interested, committed parent body and supportive local 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.

Throughout 2018, staff, students and parents were given multiple opportunities to reflect upon the school plan, the achievement of milestones and to make comment about future directions. Staff were provided with opportunities to engage with the School Excellence Framework and milestones. Through analysis we discussed the evidence and evaluation to decide whether our school was delivering, growing and sustaining, or excelling. Below is an overview of these discussions:

Learning Elements – Self-assessment across the Learning Elements demonstrated that Mullion Creek Public School has made growth in some areas in the Learning domains in Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures. Our self-assessment shows that we are sustaining and growing practices across the school. We have developed systematic policies, programs and processes that identify and address student learning needs and include data analysis and support team meetings into our regular staff meetings. Our student performance measures are recorded on our whole school tracking sheet and reflect improved value-added results and school internal performance in the areas of reading, grammar and punctuation, writing and numeracy.

Teaching Elements – Self-assessment across the Teaching Elements demonstrated that Mullion Creek Public School has continued to sustain and grow in the domains of Collaborative Practice, Learning and Development and Professional Standards while we are still delivering in the areas of Data Skills and Use and Effective Classroom Practice. There has been an ongoing focus on these two growth areas which has included targeted professional learning and goal setting in the Performance and Development Plans. In 2019, there will be a focus on building teacher capacity and content knowledge through shared collaborative community of schools activities.

Leading Element – Self-assessment across the Leading Element demonstrated that Mullion Creek Public School has continued to grow but is still maintaining the level of developing in all four domains of Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes. This year has involved improving clarity around some whole school policies, processes and programs as well as implementing a new school plan, and the new departmental finance and human resources systems.

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/self-evidence-guide>

Strategic Direction 1

Quality teaching and learning

Purpose

Student learning and outcomes are maximised across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practice using quality evidence to inform teaching programs.

Overall summary of progress

To enhance parent and carer connections, partnership meetings were conducted with each student's family. This was a sharing around learning and how we could work together to achieve the best outcomes for each child.

Embedding a whole school approach to goal setting and reflective practice by students has continued to be a focus for all staff and students. Familiarisation has been completed for all students with the strategy of goal setting.

Students have developed skills in setting and reflecting on learning goals linked to the Literacy and Numeracy progressions (How I learn; what works for me; what I need to do). To support this there is a visible indication in all classrooms of goal setting by students

To allow students to share their goals and celebrate their achievements 3-way teacher / parent/ student interviews were undertaken in Term 3.

Staff have commenced professional learning in the meaning and use of the learning progressions to support student learning. As a community of schools staff have been using the progressions as part of building a consistency of teacher judgment, specifically in writing.

With an increased focus on writing all staff participated in professional learning in the 7 steps for writing. This is not only a whole school program but one that all staff in the Community of Schools have been involved in, allowing increased opportunities for collaboration, networking and developing quality teaching practices.

The school continued to develop its practice in using data to inform teaching and learning practices. In doing this a restructured approach to some administrative matters, including staff meetings, has been implemented to ensure data collection is regular and is analysed on a 5-weekly basis. This has allowed a greater personalised approach to supporting individual students as well as looking at more effective ways to develop skills and knowledges across groups of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student will have personalised learning pathways to ensure a year's worth of growth for a year's worth of learning.	\$3000	K-3 can verbally set simple goals for their own learning. Years 4 – 6 use written goals to direct their learning in literacy and numeracy, reflective of the continuums. Students are able to reflect on personal goals they have set. The Years 4/5/6 students use Google Classroom as their reflective tool. Visual representations of the student goals are evident in all classrooms K-6. The school has a whole school approach to the collection, tracking and analysis of internal data.
Increase the proportion of students achieving proficiency in line with the Premier's Priorities.	\$5000	97% of students K-6 showed greater growth in their learning as measured by internal data. In Naplan overall student performances were very

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving proficiency in line with the Premier's Priorities.		<p>positive in both reading and numeracy but slightly stronger in Year 5.</p> <p>Targeted interventions have been utilised to support individual students.</p>
Increased the use of collaborative practice within professional learning communities.	\$8960	<p>All staff in the CCMCSH Community of Schools completed training in the 7 Steps to Writing.</p> <p>Combined stage groupings across the CCMCSH Community of Schools support staff to develop consistency of judgment in writing and develop a deeper knowledge of the learning progressions.</p> <p>Leader trainer from Mullion Creek supported the professional learning of teachers from the Community of Schools.</p> <p>Within and across school mentor support for beginning teachers and through the use of expert teachers operating in an instructional leader model.</p> <p>Principals of the CCMCSH Community of Schools attended a 2 day workshop to support continued growth and understanding around the School Excellence Framework, self-assessment, school improvement, leading curriculum monitoring, delivering effective milestones and annual report writing.</p>

Next Steps

Continue to focus upon tracking student growth and creating learning experiences that support students to grow all areas. In doing this we will enhance learning for all staff on the learning progressions, use and implement the new PLAN2 data management systems, develop greater skills and knowledge in student feedback for maximising student learning and expand our use of goal setting with students.

Revise, refine and realign English scope and sequences to be reflective of DoE and NESAs policy and to be more responsive to student learning across the CCMCSH Community of Schools.

Implement phase 2 of the Seven Steps to Writing Success, revising strategies and ensuring a whole school approach to writing with an emphasis on persuasive text.

Continue as a community of schools, and in partnership with other agencies, to allow our teachers to continue developing a repertoire of effective and best practice teaching strategies, with an emphasis this year on STEM.

Strategic Direction 2

Wellbeing for success

Purpose

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school with a sense of belonging to their school and community.

Overall summary of progress

In response to the feedback received as part of the School Plan consultation process several school policies and procedures were identified as requiring review. These included the school rewards system, transparency of presentation awards and election of captains. Each policy/procedure was reviewed, drafted and consulted on with the recommended revisions implemented.

School student leadership teams from the 4 schools in the CCMCSH Community of Schools joined together in a day of leadership development. Following this a range of leadership opportunities were identified to support leadership development and to allow students to put their learning into practice.

In conjunction with Clergate and Spring Hill our Year 6 leaders will attend the Big Day Out Drought Relief Day and join in with the Cumnock school community. Our three schools have raised funds to provide a fun activity day for Cumnock school students and families. It is our way to help alleviate for a day some of the stresses these people are faced with during this drought.

Continue to build parent/carer and school learning partnerships through introduction of Term 1 learning partner meetings as well as the opportunity for students to have an increased voice through 3 way interviews.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students, staff and parents meaningfully connecting with student wellbeing programs and initiatives in the school.	\$1400	Re-designed school rewards system providing students with clear and positive reinforcement. Parent/carer partnership meetings, well attended by approximately 97 % of families participating and received positive feedback. Developed and implemented a CCMCSH Community of Schools Student Leadership Development Day and associated program to develop leadership, teamwork and communication skills.
Learning partnerships established which increase student involvement and success in the school and the wider community.	\$750	Leadership Day was initiated as part of the Community of School Partnership where students worked together to problem solve and develop leadership strategies. Students initiated fundraising for drought relief for Cumnock families. A whole community Big Day Out was organised. Expanded opportunities for students to participate in a range of activities such as movie making, mentoring robotics and cultural activities.

Next Steps

Reflect on policies and practices in conjunction with students, parents/carers so as to realign with best practice and ensure compliance with policy.

Implement programs and strategies to develop self-regulation in students, helping students to develop skills so that they can work through tough situations, don't give up when learning becomes challenging and have a range of strategies to deal with the big emotions and to take risks in their learning.

Develop a plan and implement actions to support all students in light of the learning from Bridges Out of Poverty training.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2440	<p>Students have been provided with resources and experiences to support learning in the classroom.</p> <p>Evidence from program supervision, learning and support information and student assessment data, and meetings with parents indicated personalised learning plans and pathways were effectively designed and implemented.</p> <p>Personal goals were defined and addressed and student progress tracked and plotted with students showing growth in literacy and numeracy.</p>
Low level adjustment for disability	\$19000	<p>The school utilised funds to address the needs of students who require adjustment to the curriculum to achieve and make progress by, providing time for the learning support teacher to assess students, refer students for further assessment, develop programs to address students' needs within the classroom as well as specific programs delivered by School Learning Support Officers (SLSOs).</p> <p>The school employed additional SLSOs to support targeted students in the areas of writing, reading, vocabulary development, sight words and spelling.</p> <p>PLAN and internal school data identified improved learning outcomes for students involved.</p>
Quality Teaching, Successful Students (QTSS)	\$9470	<p>QTSS funding was used to provide opportunities for teachers to meet throughout the year and collaboratively plan, undertake lesson observations and participate in relevant professional learning. During these times, teachers worked together to analyse student data, reflect on lessons and program units and lessons.</p> <p>Opportunities were also provided for teachers to mentor staff new to the profession across the Community of Schools.</p>
Socio-economic background	\$5300	<p>Tailored learning programs were implemented for identified students, through the support of SLSOs as well as supporting access to extension enrichment programs and the purchase of resources.</p> <p>Student feedback through the Tell Them From Me survey and school focus groups indicated strong appreciation for the learning opportunities provided, and the context and setting of support and extension opportunities.</p> <p>Students showed positive engagement with the tailored programs, and achieved expected progress against assessment expectations as well as improved positive growth in literacy</p>

Socio-economic background	\$5300	and numeracy.
Sporting Schools	\$3900	Students enjoyed and were supported in skill development in swimming and tennis programs.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	21	32	33	33
Girls	18	24	22	25

Enrolment numbers at Mullion Creek have remained stable over the past three years. At this stage it has not been impacted by the prolonged drought.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	98.2	96.2	97.4
1	98.3	96.6	97.2	92.3
2	95.1	94.5	93	96.7
3	96.2	93.6	94.1	96.4
4	95.6	95.4	94.3	97
5	96.6	91.4	96.6	95.3
6	96	96.6	93.9	95.2
All Years	96	95.4	95.3	96
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

Attendance at school is a high priority. Ensuring students attend regularly and minimise time lost with appointments and outside commitments allows all students the opportunity to maximise their time at school.

The benefits of regular attendance are discussed in school newsletters and with parents at transition days and in P&C meetings.

Parents are encouraged to contact the school if their children are absent and letters are sent home if there is a two-day absence from school. To support parents an absentee form has been made available through the Mullion Creek Public School SchoolStream app. If required, support from the home school liaison officer is available as well other agencies in the city of Orange.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.9

*Full Time Equivalent

Mullion Creek Public School staff are dedicated and committed, willingly giving extra time to provide opportunities for students.

School learning support officers and additional school administrative officer support for the principal and other staff financed through school funds are not included in the Workforce Composition table above.

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

In 2018, no members of the workforce identify as being of Aboriginal or Torres Islander descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Staff have been involved in professional learning programs that have built skills and knowledge in nominated mandatory areas and priority areas of the school plan and the department.

School Development Days

Term 1: Staff completed mandatory training in Code of Conduct and Child Protection; Roles and Responsibilities of all staff; Class organisation and timetables; Calendar and dates; Work Health and Safety; School Plan and CCMCSH Community of School focus 2018.

Term 2: The staff spent this day revising the new reporting systems and working with staff from Clergate, Cumnock and Spring Hill on writing samples to develop consistency of judgment. It provided an opportunity where staff had time to learn, develop and share skills and ideas around writing.

Term 3: Teaching staff participated in Accidental Counsellor training. This training provided staff members not trained as counsellors some basic tips and skills for how to recognise and deal with difficult behaviours in trauma students in the workplace. The session also provided a practical aspect, focusing on a series of case studies and role plays to develop skills in dealing with trauma reactions.

Term 4: In lieu of these days all teaching staff attended the Seven Steps to Writing Success which was held on a Saturday. The training was not mandatory, but all staff participated and were very happy and keen to support them. The sessions enabled us to access training in our area with minimum disruption to teaching time. In addition, all staff completed after hours training in First Aid. This day covered basic first aid, CPR, anaphylaxis and asthma training. Staff completed professional learning on Sphero and coding as a Community of Schools activity after school hours.

In addition to these the school development days teaching and support staff were involved in:

- 3 teachers attended a professional learning day in Grenfell where they shared the school's journey in STEAM and introduced a number of staff from Grenfell local primary schools to our robots providing them hands on experiences
- the principal and the SAM participated in numerous LMBR face-to-face trainings, webinars and workshops
- Staff attended a range of after hours activities organised by PRE 2
- 3 teachers attending training to develop our understanding of the new National Literacy and Numeracy Progressions as use of PLAN2
- Principal attended Orange Network meetings and Director Educational Leadership Community of Schools meetings
- SAM travelled to Sydney to participate in the SASPA Conference
- 1 SAS staff trained in the use of PLAN2 to support Best Start Training
- Teaching and support staff completed training for the implementation of the 'Tell Them From Me' survey that was taken by the year 4/5/6 students, parents and staff
- 3 teachers trained in Focus on Reading with colleagues from the schools in the CCMCSH

The impact and outcomes of teacher and support learning has allowed the school to improve learning outcomes and support students in achieving their best. It has also allowed the school to deliver on its planned activities outlined in the school plan, as well as ensure it completes all departmental finance and human resources requirements using the new system and in a timely manner.

All teaching staff meet the professional requirements for teaching in NSW public schools. Mullion Creek Public School has four teachers maintaining accreditation at Proficient level. During 2018 there was no beginning teachers working towards NESA accreditation at Proficient. There were no teachers seeking or maintaining voluntary accreditation at Highly Accomplished or Lead.

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	173,537
Revenue	711,885
Appropriation	677,313
Sale of Goods and Services	0
Grants and Contributions	32,048
Gain and Loss	0
Other Revenue	0
Investment Income	2,525
Expenses	-701,095
Recurrent Expenses	-701,095
Employee Related	-617,583
Operating Expenses	-83,512
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	10,791
Balance Carried Forward	184,327

The school commenced using the new enhanced financial management package in 2018. This was supported by extensive training for the school administrative support staff and the principal to ensure

governance structures are in place and all staff are aware of their financial responsibilities.

While there may be appear to be an underspend in some areas this will be reduced when additional payments are made for ongoing projects and wages. Funds have been retained for assets replacement, expansion of digital technologies and employment of staff to implement school plan priorities.

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	637,759
Base Per Capita	10,635
Base Location	1,547
Other Base	625,576
Equity Total	21,458
Equity Aboriginal	2,441
Equity Socio economic	5,307
Equity Language	0
Equity Disability	13,710
Targeted Total	22,702
Other Total	9,481
Grand Total	691,400

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 numbers undertaking the tests in Year 3 and Year 5 prevent comment for privacy reasons, however, results were pleasing with students demonstrating strong skills in Year 5 in grammar and punctuation, spelling and reading. In Year 3 the area of greatest strength was in writing.

The small numbers undertaking the tests in Year 3 and Year 5 prevent comment for privacy reasons, however, results were pleasing with students demonstrating strong skills in Year 5 in numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> insert the school name, Mullion Creek Public School, in the *Find a school* to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The small numbers undertaking the tests in 2018 prevent comment on the percentages due to privacy of the students however, overall student performances were very positive in both areas but slightly stronger in Year 5.

Parent/caregiver, student, teacher satisfaction

The school, over the course of the year, sought parents/carers, students and community feedback through formal and informal ways.

The Tell then From Me survey was introduced for the first time for students Years 4–6 and parents. This survey is initially completed early in the year and is then repeated towards the end of the year.

The TTFM Student Survey is designed to provide an with insight to guide school planning and help to identify school improvement initiatives. The survey consisted of a number of questions and was completed by 26 students.

The areas where students from Mullion Creek Public School were higher when compared to the NSW Government Norms are:

Social–Emotional Outcomes

- Student participation in school sports
- Student participation in extracurricular activities
- Students with a positive sense of belonging
- Students with positive relationships
- Students that value schooling outcomes
- Students with positive homework behaviours
- Students with positive behaviour at school
- Students who are interested and motivated
- Effort

DRIVERS of Student Outcomes

- Effective learning time
- Relevance
- Rigour
- Students who are victims of bullying (positive as significantly lower the NSW Government Norm)
- Advocacy at school
- Positive teacher–student relations
- Positive learning climate
- Expectations for success

The school customised a question in relation to Writing – Seven Steps to Writing Success: 'At the beginning of the year, how confident were you when given a writing task to complete?'

Student responses were: Not Confident– 8, Somewhat confident – 67, Very confident – 25

In the open ended questions

- Our school question I: 'Please tell us some things you really like about your school and two things that would make it even better.'
- Our school question II: 'Describe how the writing program "Seven Steps to Writing Success" has improved your writing this year.'

The information has been used in planning for 2019, obtaining additional equipment for the playground and helping students understand the 'why' for some things, such as 'Why do I have to do mathematics?'

The Perspective of Parents, the 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten–point scale. The school received 10 responses.

In general terms again where values are greater than the NSW Government Norm are:

- Parents feel welcome
- Inclusive schools
- Safety at school
- School supports positive behaviour
- School supports learning
- Parents are informed.

The one area not as strong was parents support learning at home.

While strong on the scale as a school we have identified sub areas to further look at including:

- I am well informed about school activities.
- I am informed about my child's social and emotional development.

- Parents support for learning at home, including homework.

The second item the school commenced looking at was following a discussion at a recent P&C meeting, which sought input on the Mullion Creek Public School uniform. The change suggested the elimination of the need for a separate girls and boys summer uniform and this also allows the unisex sports uniform to be handed down to siblings of either gender.

The survey was administered through SchoolStream with the options being

- Option 1 – Uniform to stay the same.
- Option 2 – Unisex sports uniform every day with formal uniform on special occasions only.

Responses returned were 11 for Option 1 and 17 for Option 2.

With the response to the uniform matter that was raised by the P&C not being a clear cut decision. With over half of our families having responded it has become obvious that this matter needs further discussion before any decision is made. Therefore, our discussions will continue in 2019 and, as a result, there will be no uniform change for 2019. Parents were assured if they were buying uniforms that their child will get full use of them. In line with the Department of Education Uniform policy any change, if one was to take place, must be undertaken over a minimum of 3 years.

Policy requirements

Aboriginal education

Focused learning in English, History and Geography and Creative Arts highlighted Aboriginal history and culture, and encouraged students to value and respect the traditions and contributions of Aboriginal people to Australian society.

The school plan focused on providing tailored learning programs devised in consultation with parents and caregivers, incorporating appropriate adjustments to meet individual learning needs. Students were monitored using syllabus outcomes and the literacy and numeracy continuums and achieved learning growth against their personal learning goals. Social and emotional wellbeing was also closely monitored to ensure Aboriginal students participated confidently in learning and in school activities.

In celebrating NAIDOC Day students and staff enjoyed a wonderful day of learning and celebration led by Fleur and Lochy. We were privileged to have Aunty Joyce Williams, Wiradjuri Elder, join us on the day and share a small part of her history. The theme for this year's NAIDOC celebrations was 'Because of Her We Can'. Students enjoyed learning about bush tucker and medicine, spear throwing, language and dance.

Multicultural and anti-racism education

The school's learning programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Teaching and learning programs incorporated learning about different cultures and global connections, culminating in a treasure hunt about the cultures of community members in Mullion Creek, to enhance students' learning and understanding of their heritage. The school's core values apply to all interactions at school, and foster an inclusive and respectful learning environment.

Harmony Day was celebrated by students through learning inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values. Students showed this by wearing something orange, enjoying orange fruit and vegetables and being involved in a variety of learning activities to promote Harmony in our world.

A teaching staff member is being updated in the anti-racism procedures. This staff member is available at all times to assist with issues that may arise and provide training and development for others.

Other school programs

Each year the school undertakes an expansive range of activities across many areas including sport, creative and performing arts, robotics, Orange Small Schools Association (OSSA) events and CCMCSH Community of School activities. The successes of these are reported at the time they occur through the school newsletter.

To learn more about Mullion Creek Public School and the many opportunities it offers its students please follow the link to its website and newsletters <http://www.mullionck-p.schools.nsw.edu.au/> or download the Mullion Creek Public School SchoolStream app to keep up to date with what is happening.