

Mulwala Public School

Annual Report



2018



2667

Introduction

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

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

Gayle Pinn

Principal

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Message from the Principal

2018 was a memorable year for Mulwala Public school, with the school celebrating its 150th year of providing public education to the local community. The celebrations brought together many past students who were keen to recall their fond memories of attending the school. It was also an opportunity for the students to share their learning and achievements with the community.

2018 was the start of the school's current planning cycle, with the introduction of the strategic directions of

- Quality Teaching
- Responsible Learners
- Active Citizens

Gayle Pinn

Principal

School background

School vision statement

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

School context

Mulwala Public School has been providing public education in the local area since 1868. It is situated on the Victorian border in Southern Riverina. The student population is approximately 60. The students have a strong SRC. The school consists of three large classrooms, a library, music room and art room. The school has a strong sense of community, with an active P&C, and has a good relationship with the local preschool, CWA, football and netball club, local library and service clubs. It is a member of the Bangerang Learning Community. The school community values the Mulwala Buddy values and the statement, 'A Mulwala Buddy is a good friend, a responsible learner and an active citizen.' We strive to uphold our pledge, *'In our hands lies the future of this great land. If we all work together, doing our best, there is no limit to what we can achieve.'*

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

The results of this self-assessment indicated that in the domain of Learning, the school has demonstrated progress in the areas of Learning Culture, Wellbeing, Curriculum and Reporting. The school conducts a long term transition program over ten weeks for students enrolling the following year. This has enabled the school to develop plans to meet the needs of the new students, for the children and new parents to become familiar with the school and to ensure all the students are school ready. Personalised learning programs were developed for at risk students with very clear SMART goals identified. All teachers and School Learning Support Officers (SLSOs) are members of the Learning and Support team and actively contribute to the student plans and goals. This ensures that every student is known, valued and cared for and that they have a trusted adult in which they can confide. Teachers are utilising the backward mapping technique of planning for learning to ensure that each lesson has a focus. The student survey indicated that 75% of students enjoy coming to school, with 16% feeling neutral. It also indicated that 98% of students feel safe and happy at school. The school has established many forms of communication with parents to ensure they receive timely and accurate information about their child's progress and needs. These include parent information sessions, student led interviews, Seesaw posts, weekly class newsletter and informative student reports.

In the domain of Teaching, the school has demonstrated progress in the areas of Effective Classroom Practice, and Data Skills and Use. The school has established a consistent approach to classroom management, common language and expectations throughout the school. This has resulted in very few disruptions to learning. Explicit teaching and formative assessment is evident in each classroom. 99% of students stated in the student survey that the teachers always or sometimes told them what was expected before a learning task and 100% stated that teachers always or sometimes check what they have learnt during a lesson.

In the domain of Leading the school has shown progress in the areas of Leadership, School Resources and Management Practices and Processes. All staff are actively engaged in the Performance and Development process. Staff goals are based on the needs of the students and the school. A focus area for professional learning was split-screen teaching. The teachers developed the skill to include transferable skills into their lessons. The school utilises the learning spaces in flexible ways, including flexible seating, outdoor learning areas and the retreat room used for small groups. The school is well resourced and the students have easy access to technology devices including iPads, Chromebooks and desk top computers. The P&C and school updated three classroom interactive boards, enabling teachers to create interactive lessons as required. All staff are proficient in the use of GSuite, which has streamlined many of the administrative roles and allowed real time collaboration between staff.

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

Quality Teaching

Purpose

To promote teacher collaboration so as to implement effective , explicit teaching methods, based on evidence based teaching strategies, whilst regularly using student assessment data to identify student achievement and progress.

Overall summary of progress

The teachers were provided with the opportunity to collaborate when planning for teaching and developed the skills of including transferable skills into their lessons. The have become more confident and competent at including subject-specific skills and concepts and differentiation lessons to cater for the needs of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching/learning programs are evidence and data based, differentiated for individual student learning needs and includes capabilities and subject specific skills and concepts.	QTSS Release 0.093 plus Collaborative planning– \$10 000	During 2018 teachers were provided with time to collaborate with a colleague when planning for learning. They also participated in peer observations. Teacher observations, and student and teacher surveys indicated that student needs were being met and that teachers had developed numerous strategies to provide formative feedback. Teaching programs demonstrated that teachers were including split-screen teaching into their lessons and classroom observations demonstrated that the students could transfer a skill from one setting to another.

Next Steps

- Conduct professional learning on embedding formative assessment
- Conduct professional learning on using data and PLAN2 to inform teaching writing
- Develop consistent practices to record data and collect work samples

Strategic Direction 2

Responsible Learners

Purpose

To ensure a personalised learning environment that supports all students to become motivated learners who have the necessary skills to live a successful life.

Overall summary of progress

All teachers have started using learning intentions and success criteria in their lessons. Students have stated that they usually know what they are learning and what they need to do to be successful. There is evidence of effective and timely feedback provided by the teachers and self-reflection from the students. Lessons are based on personalisation and precision which focus on the success for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes	Learning and Support– 0.2 Literacy and Numeracy Intervention 0.21 Low Level Disability Adjustment– \$9430	Teachers participated in professional learning on the literacy and numeracy learning progression and became familiar with the writing progressions. Teachers have designed lessons that are differentiated to cater for the needs of all students. 15% of students were provided with personalised learning plans. The <i>Best Start to NAPLAN 3 Value Added K–Yr 3</i> has increased from 2015. The <i>Average NAPLAN Scores over Time</i> in Year 3 have increased in all domains since 2013. However, in Year 5 they have decreased except in the domains of writing and numeracy.
Increase the proportion of students in the top two NAPLAN bands from 24% to 32%.	As above	In 2018 50% of students achieved the top two NAPLAN bands. Flexible maths groups continued, in which students are based in groups according to their specific needs. When students were surveyed about the flexible maths groups, they were very positive about the benefits.

Next Steps

- Continue with flexible maths groups
- Focus on writing. Attend Sheena Cameron workshop and implement explicit teaching of writing aspects.
- Focus on punctuation and grammar.
- Use the learning progressions in the area of writing.
- Introduce Smart Spelling in all classes
- Revise Focus on Reading strategies and pedagogy.

Strategic Direction 3

Active Citizens

Purpose

To develop a culture where students come to school every day, ready to learn, and become active citizens of their local and wider communities

Overall summary of progress

The school has promoted the importance of regular student attendance at school with the attendance goal and achievement noted in the weekly newsletter. The goal remained below the goal of 94%. Students were encouraged to participate in a variety of extra-curricular activities to enhance their learning and areas of interest and talents. The engagement with the local Bpangerang community has increased with an ongoing relationship developed with Uncle Freddie Dowling.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease then number of students with less than 90% attendance rate to below 20% each term.	Nil	17% (10) of students had a attendance rate of below 90%. Five of the students had absences due to family holidays. The other students were referred to the learning and support team or the Home School Liaison Officer and plans were developed.
Increased ongoing engagement with the local Indigenous community.	Aboriginal background loading \$2451 First Nations Art Grant \$5000	The school erected a sculpture of the white-bellied sea eagle. In Bpangerang language this is the meaning of Mulwala.
Increase the number of extra-curricular activities that have improved student learning outcomes.	Equity Socio Economic \$5000	Students attended various sporting, cultural and citizenship events. Two students attended the Year 4 STEAM camp, and two students attended Stewart House.
Increased number of parents attend events and interact with technological resources to improve their understanding of student learning	Equity Socio Economic \$500	Parents attended a number of events during the year, including parent information sessions, student-led interviews and the annual art show. 99% of parents are engaged with school communication apps.

Next Steps

- Promote the importance of arriving at school on time
- Introduce Bpangerang language into the classrooms
- Continue to encourage parents to attend student interviews and information sessions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2451	All students participated in an Aboriginal cultural excursion to Boat Rock.
Low level adjustment for disability	0.2 FTE plus \$8954	A teacher was employed to provided support to students who had identified learning needs. This teacher time was used flexibly depending on the needs raised at the Learning and Support meetings. Extra SLSO time was also used to provide support for students with motor skills needs.
Quality Teaching, Successful Students (QTSS)	0.086 FTE	Teachers were provided with time to collaborate and improve their capability of integrating split screen teaching into lessons.
Socio–economic background	\$12095	Students attending extra–curricular activities were supported financially. Extra teacher time was funded so the flexible maths groups and stage based HSIE and Science groups could continue.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	33	24	23	19
Girls	31	25	31	33

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.6	98.4	93	89.6
1	95.9	92.2	98.9	91.7
2	89.8	92.8	88.5	94.2
3	94.1	88.2	92.4	93.8
4	95.1	93.9	93.5	83.5
5	91.2	91.4	94.2	89
6	97.8	89.6	92.9	95.2
All Years	93.9	92.5	92.7	90.7
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

Teachers adhere to the departments' attendance guidelines. Teachers mark the roll promptly using EBS OnTrack at 9 am each morning. Absences were followed up with parents as per the guidelines. Students at risk were referred to the Learning and Support Team and Home School Liaison Officer. Articles explaining the importance of regular attendance and arriving at school on time are placed in the newsletter and parent information book. In each newsletter the attendance goal and achievement are stated. The attendance goal for 2018 was 94%. The school achieved 90.70% Late arrivals have been a concern for staff, so punctuality will continue to be promoted. Students with a 100% attendance were acknowledged at the end of term assemblies and at

presentation night.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.38
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.46

*Full Time Equivalent

No staff identified as Aboriginal in 2018.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

All teachers and support staff participated in mandatory training and professional learning in 2018. The general assistant attended the regional General Assistants Conference. The School Administration Manager participated in professional learning related to eFPT financial planning and the Human Resource Tool. She also established a local network for school and administrative support staff. All School Learning Support Officers participated in professional learning to enhance their knowledge of autism and diverse needs. Three teachers attended training regarding the learning progressions and PLAN2. The Kindergarten teacher attended the Effective Reading in the Early Years professional learning. Two teachers attended the local Dylan William conference and provided all staff professional learning in visible learning and formative feedback.

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	19,892
Revenue	896,686
Appropriation	847,274
Sale of Goods and Services	3,976
Grants and Contributions	45,284
Gain and Loss	0
Other Revenue	0
Investment Income	151
Expenses	-895,175
Recurrent Expenses	-895,175
Employee Related	-773,608
Operating Expenses	-121,566
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,511
Balance Carried Forward	21,403

The school's financial management processes ensured that the appropriate resources were utilised to enhance the students' learning needs. There was no unusual spending patterns in 2018.

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	629,897
Base Per Capita	10,442
Base Location	9,217
Other Base	610,239
Equity Total	44,799
Equity Aboriginal	2,451
Equity Socio economic	12,095
Equity Language	0
Equity Disability	30,252
Targeted Total	84,282
Other Total	30,844
Grand Total	789,823

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.

NAPLAN identified that the results were evenly distributed between Reading, Writing, Spelling and Punctuation in Year 3, and there has been significant increase over time. In Year Punctuation was lower than the other areas.

There has been significant increase in Numeracy Average Scores Over Time in both Years 3 and 5.

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.>

50% of the students achieved in the top two bands in both Reading and Numeracy.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents and students about various aspects of the school.

The parent responses are presented below.

- The parents feel the school based programs including daily fitness, Blueearth, personalised programs and buddy reading are very beneficial to their child's education.
- They also believe the local excursions, swimming program and THRASS enhance their child's education.
- They did not list any school programs that are not beneficial.
- Some parents would like formal music lessons or a language introduced.
- The parents believe the communication between them and school is effective. However they do not always discuss the communication with their child.
- Parents would like information sessions on the way spelling, reading and numeracy is taught.
- All parents stated they feel very, or somewhat, welcomed at school.
- 92% of parents feel that their child is safe and happy at school..

The student responses are presented below.

- 98% of students feel happy and safe at school
- 92% of students enjoy coming to school.
- 99% of students stated that the teachers told them what was expected of them prior to starting a learning task at least most times.
- 100% of students stated that the teachers checked in with them and provided feedback during the lesson., and that they told them how they could improve.

teaching. All students attended a cultural excursion to the local Indigenous site, Boat Rock.. The students from Years 4, 5 and 5 attended a Landcare workshop in which they learnt the skills of Aboriginal art making for a local Aboriginal artist. They also attended an excursion to the local environmental centre and learnt about the Indigenous tools and bush tucker.

Multicultural and anti-racism education

In 2018 the teachers integrated the teaching of the Peruvian culture and history to coincide with the Victorian Country Women's Association (CWA) country of study. A Peru day was also held, with activities including Peruvian sport, art and cooking. Six students attended the CWA Peru day in Yarrowonga.

Policy requirements

Aboriginal education

Mulwala Public School had a small number of Indigenous students in 2018. All the students had personal learning plans which were developed in consultation with with their parents. The students presented the Acknowledgement of Country at the school's 150 Year celebration. In Term 1, all students integrated Aboriginal culture and history into their