

Mummulgum Public School

Annual Report



2018



Nurturing the gift
that is the individual

2671

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

Mummulgum Public School empowers students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners who participate in and contribute to the world. Our students practise the core values of: respect, tolerance, inclusion, resilience, equity and excellence.

At MPS we prepare young people for rewarding lives in an increasingly complex world. We are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

Excellence in Learning at MPS

In our school, young people will develop foundation skills in Literacy and Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Excellence in Teaching at MPS

In our school, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

Excellence in Leading at MPS

In our school leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

Well-being at MPS

In our school community we have a commitment to the wellbeing of each individual to ensure the development of healthy, successful and productive individuals by utilizing the Wellbeing Framework for Schools.

We are also committed to achieving the Premier's Education Priorities:

Priority 5 – Tackling Childhood Obesity

Priority 6 – Improving Education Results &

Priority 7 – Protecting Our Kids

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..

The 2018 enrolment is 23 students. The school consists of a 3–6 multi stage class and K–2 multi stage class which operates 5 days per week during 2018. The school's Resource Allocation Model (RAM) is used to provide teaching staff to support dedicated K–2 and 3–6 classes as well as additional Learning Support in the classroom.

Our Family Occupation and Education Index (FOEI) has a value of 162. The ACARA My School Index of Community Socio-Educational Advantage (ICSEA) value is 880.

MPS is an Early Action for Success (EaFS) Phase 2 school under the Small Schools Strategy with 0.1 support from an Instructional Leader.

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, Environmental Sustainability and STEM.

The schools motto is "Nurturing the gift that is the individual" and our core expectations are "Be Safe, Be Fair and Be a Learner".

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: 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 – Sustaining and Growing, Management practices and processes – Sustaining and Growing

Our self-assessment process will assist the school to refine our school plan, leading

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

Excellence in Learning at MPS:

In our school, young people will develop foundation skills in Literacy and Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

DoE Strategic Plan 2018–2020

MPS planning is in line with the DoE goals:

Goal 1 All young children make a strong start in life & learning and make a successful transition to school

Goal 2 Every student is known, valued & cared for in our school

Goal 4 Every student is engaged & challenged to continues to learn

Overall summary of progress

In 2018 students were engaged in a variety of rich learning experiences in both Literacy and Numeracy.

K–2 students were deeply engaged in daily L3 teaching and learning experiences, with outstanding growth in reading results throughout the year.

Students in Years 3–6 were involved in a interschool project 'Text and Talk Mathematically' which resulted in high engagement, rich discussion, investigation and problem solving.

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 Progressions. Student growth between Year 3 and Year 5 will be at or above State growth levels in NAPLAN. Increased proportion of all students and proportion of Aboriginal students in the top 2 NAPLAN Bands in reading and numeracy. Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	Socio-economic Background (\$38395) Aboriginal Background (\$3226) Low Level Adjustment for Disability (\$4507)	Students showing progress in Creating Texts Some students achieved at State growth in Literacy and Numeracy as reflected in NAPLAN reports. No Aboriginal students took part in NAPLAN during 2018 Some students achieved Bands 6, 7 & 8 in reading, grammar & punctuation. Student responses through Tell Them From Me surveys indicate above State % in all areas of positive school advocacy, expectation and belonging.

Next Steps

In 2019 the Literacy focus will be on Creating Texts with Vocabulary as a targeted feature.

In Numeracy the focus will be on Additive strategies and Multiplicative strategies.

All students Year 1 to Year 6 will be provided with a Wellbeing Journal to continue the growth in developing the whole child through mindfulness and self- reflection.

Strategic Direction 2

Expert Teaching Team

Purpose

Excellence in Teaching at MPS:

In our school, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

DoE Strategic Plan 2018–2020

MPS planning is in line with the DoE goals:

Goal 5 All young people have a strong foundation in Literacy & Numeracy, deep content knowledge & confidence in their ability to learn, adapt and be responsible citizens

Goal 7 Our workforce is the highest calibre

Goal 9 Education is a great place to work

Overall summary of progress

During 2018 teaching staff participated in professional learning around the Literacy and Numeracy Learning Progressions and PLAN2.

K–2 staff continued with OPL in L3 training.

Teaching staff worked collaboratively with staff across the Community of Schools in developing consistency of teacher judgment in the sub–element of Creating Texts within the Literacy Progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching staff regularly and effectively update and utilise PLAN2 data in the form of Class and Individualised Learning Plans. Teaching staff use the data to inform their teaching practices by planning, delivery and review of the effectiveness of their pedagogy. Teachers utilise the Professional Development Plan (PDP) process & the Australian Professional Standards for Teachers (APST) to evaluate & refine future practice. The School aims to increase the number of Elements of the SEF at Excelling Increased number of teachers accredited at the Highly Accomplished & Lead Teacher Professional Standards.	Socio–economic Background (\$38395) Aboriginal Background (\$3226) Low Level Adjustment for Disability (\$4507) Professional Learning (\$4850)	Staff became familiar with the Literacy and Numeracy Learning Progressions and PLAN2. Staff utilised formative and summative assessment to inform student learning progress and reflect on teacher impact and plan 'where to next'. Teaching staff used the PDP process to identify personal focus areas which were supported through professional learning experiences. Teaching staff are highly motivated and dedicated to aspire to provide a high quality of learning experience for all students.

Next Steps

In 2019 the teaching staff of MPS will continue to work collaboratively within the Community of Schools to continue to develop consistency of teacher judgement and a deeper understanding and confidence when working with the Learning Progressions.

Strategic Direction 3

School Community Leadership

Purpose

Excellence in Leading at MPS:

In our school, leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

DoE Strategic Plan 2018–2020

MPS planning is in line with the DoE goals:

Goal 3 Every student, every teacher & every leader in our school improves every year

Goal 8 Our school infrastructure meets the needs of a growing population & enables future focussed learning & teaching

Goal 10 Community confidence in Public Education is high

Overall summary of progress

In 2018 the school leadership, teaching staff and support staff continued to foster and build relationships with parents and carers based on mutual respect and honesty. The school planned many opportunities for the school community to engage in meaningful experiences with their child as the focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Parents with Purpose:</p> <p>Regularly engage in meaningful conversations with their child about their learning & progress.</p> <p>Provide relevant feedback to support & inspire their child's future growth.</p> <p>Enhance the aspirations of their child by planning future educational & career pathways.</p>	<p>Socio-economic Background (\$38395)</p>	<p>The 'Parents with Purpose' workshop provided parents with an opportunity to reflect on their own school experiences and utilise these thoughts to guide and inform the opportunities and the impact of meaningful conversations with their child.</p> <p>Parents and students participated in a 3 way conference at the end of semester. Students lead this discussion with their parents and engaged in rich discussion, sharing and questioning.</p>

Next Steps

In 2019 MPS plans to provide another 'Parents with Purpose' workshop which will build on the focus of engaging conversations and build aspirations of future educational opportunities and career pathways.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Equity Loading for Aboriginal Background \$3,226	Aboriginal background funds and staffing allocation were combined to provide an additional 1 day a week support teacher salary to support K–2 and 3–6 classrooms.
Low level adjustment for disability	RAM Equity Loading for Low Level Adjustment for Disability \$4,507	Staffing allocation 0.2 LaST Funds were combined to provide an additional 1 day a week support teacher salary to support K–2 and 3–6 classrooms.
Quality Teaching, Successful Students (QTSS)	Nil funding Staffing allocation 0.042	staffing allocation combined to provide an additional 1 day a week support teacher salary to support K–2 and 3–6 classrooms.
Socio–economic background	RAM Equity Loading for Socio–economic Background \$38,395	Socio–economic funds and staffing allocation were combined to support and supplement the K–2 classroom teacher position to 5 days per week.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	9	10	15	14
Girls	11	10	7	8

Student enrolments for 2018: Term 1 – 22 students, Term 4 – 23 students As an Early Action for Success school (EAfS) the class structures for 2018 were: K–2 class operated 5 days a week with 9 students 3–6 class operated 5 days a week with 14 students

Student attendance profile

School				
Year	2015	2016	2017	2018
K	89	89.7	93.5	87.1
1	93.4	89.8	91	95.5
2	94.6	93.9	93.5	96.8
3	94.5	93	92.3	84.1
4	93.5	90.3	95.3	95
5	90.1	100	88.5	87.9
6		81.2	91.4	87.5
All Years	92.8	91.1	92.7	90.5
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		93.4	93.3	92.5
All Years	94.1	94	93.9	93.4

Management of non-attendance

Attending school is compulsory. All absences require a note or a phone call to the school from the parent or carer within seven days explaining the reason why the student was absent and the number of days missed. Parents and carers are encouraged to inform the school of all absences and reasons on the following day the student returns to school.

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 of unexplained absence the principal contacts the parents via phone to seek information about their child's absence and welfare.

Student attendance is highly valued at Mummulgum Public School and certificates of 94% and above attendance for each term is recognised and celebrated with the presentation of a certificate and shared in the newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.6
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*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 2018 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 undertook during 2018: L3 (Language, Learning and Literacy) OPL for K–2 staff, Building Numeracy Leadership (BNL), LMBR, HR and Budget training for SASS staff and Principal, Art of Leadership Master Class, Flourish, Code Club Australia, 8 Ways of Learning.

DoE Mandatory Training: Child Protection Update 2018, Code of Conduct update 2018, CPR & Anaphylaxis face to face, e-CPR, E-Anaphylaxis, e-Emergency Care and Working with Children Check (WWCC).

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	64,944
Revenue	448,504
Appropriation	432,651
Sale of Goods and Services	925
Grants and Contributions	14,164
Gain and Loss	0
Other Revenue	0
Investment Income	764
Expenses	-442,056
Recurrent Expenses	-442,056
Employee Related	-388,380
Operating Expenses	-53,675
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	6,449
Balance Carried Forward	71,392

The school finances are managed by the school Principal and staff forming a 'Finance Committee'. The budget is formulated each November for the year following and is monitored throughout the year.

Intended use of funds:

- wall carpet for the 3–6 classroom and foyer of office area
- mural paintings around the school buildings
- update of laptops and iPads

- future construction of shaded play area

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	318,453
Base Per Capita	4,254
Base Location	2,509
Other Base	311,690
Equity Total	77,362
Equity Aboriginal	3,226
Equity Socio economic	48,806
Equity Language	0
Equity Disability	25,330
Targeted Total	0
Other Total	30,561
Grand Total	426,376

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.

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 in Literacy at Mummulgum Public School cannot be reported as there were less than 10 students in either year that participated in the tests in 2018. Parents of students who participated in the 2018 NAPLAN Tests have been provided with individual reports and were invited to seek feedback where necessary.

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 in Numeracy at Mummulgum Public School cannot be reported as there were less than 10 students in either year that participated in the tests in 2018. Parents of students who participated in the 2018 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 2018 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.

4 out of 16 families responded to the 2018 parent online survey.

100% of staff responded to the survey.

Student Outcomes and School Climate 2018

Students responded at or above the state norm for most Social–Emotional outcomes:

In particular:

- Student participation in school sports
- Students valuing schooling outcomes
- Students with positive behaviour at school
- Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects

'Partners in Learning' Parent Survey 2018

Due to the limited responses from parents data evidence is not conclusive or representative across the school parent/carer community.

Parents responded at or above the state norm for:

- School supports learning
- School supports positive behaviour
- School is inclusive
- Parents support learning at home

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.

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 develop and sustain a positive and inclusive school culture by encouraging and supporting parents to contribute to school life through volunteering, attending and participating in a wide variety of learning experiences, performances and social gathering.

An active school P&C contributes many opportunities for the extended school community to become involved in wide range of events.