

# Mullaley Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Mullaley 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.

### School contact details

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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 2019, 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

| Elements   | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Delivering             |
| LEARNING: Curriculum                                   | Delivering             |
| LEARNING: Assessment                                   | Delivering             |
| LEARNING: Reporting                                    | Delivering             |
| LEARNING: Student performance measures                 | Delivering             |
| TEACHING: Effective classroom practice                 | Delivering             |
| TEACHING: Data skills and use                          | Delivering             |
| TEACHING: Professional standards                       | Delivering             |
| TEACHING: Learning and development                     | Delivering             |
| LEADING: Educational leadership                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Delivering             |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Sustaining and Growing |

## 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.

### Improvement Measures

- Teachers show growth against the National Professional Standards for Teachers.
- Rigorous, evidence-based 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.

### Progress towards achieving improvement measures

#### Process 1: Collaborative Practice

A collaborative culture within the small school network supports the consistency of curriculum delivery through teacher judgement in ensuring that all students are provided with learning experiences that are differentiated.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p><b>Question:</b> What aspect of teaching and learning will be focused on, within NPS professional learning sessions.</p> <p><b>Data:</b> Staff surveys to identify areas of strength/weakness in addition to additional professional learning required.</p> <p><b>Analysis:</b> Though the original response from participating schools was minimal, it has been identified that all staff and schools required additional training and support in regards to effective spelling programs.</p> <p><b>Implication:</b> Staff professional learning for Term 1, 2020 will focus on spelling. The first professional learning session will commence Week 2, Term 1. Costs associated with the training will be split across the schools.</p> |                            |

#### Process 2: Professional Learning

High Quality research based professional learning supports quality teaching and learning for all students.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p><b>Question:</b> Have staff been provided with the skills and relevant information to successfully identify which podcasts will be of benefit to their teaching practices?</p> <p><b>Data:</b> Staff satisfaction survey</p> <p><b>Analysis:</b> Staff satisfaction survey indicated that staff felt that spending time analysing a podcast on a staff development day or time part there of would be a waste of resources. Through conversations with staff and reviewing teaching and learning programs other areas of quality professional learning was identified.</p> <p><b>Implication:</b> Through staff feedback and input as a school we were able to design and develop quality professional learning opportunities which directly</p> |                            |

## Progress towards achieving improvement measures

|  |  |
|--|--|
| targeted teacher point of need developing and building skills necessary to achieve school targets. |  |
|--|--|

## 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.

#### Improvement Measures

- 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.

#### Progress towards achieving improvement measures

##### Process 1: Assessment

Quality assessments particularly in Literacy and Numeracy are informed by the developmental needs of students to identify starting points for teaching, and plan meaningful, innovative and integrated learning programs in school and stage teams with network that promote improvement in outcomes of every student.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p><b>Question:</b> Have assessments in Literacy and Numeracy been developed to accurately identify the individual needs of students?</p> <p><b>Data:</b> Assessment schedules, teacher programs, student work samples</p> <p><b>Analysis:</b> Through ongoing training staff have been able to successfully create assessment tasks which accurately identified individual student point of need in learning. Assessment tasks in particularly writing have been crucial for student development.</p> <p><b>Implication:</b> Next year staff will continue to develop assessment tasks in wider areas to ensure that student needs are adequately met.</p> |                            |

##### Process 2: Differentiated Learning

Rigorous identification and monitoring processes to ensure high levels of support for identified students, and to develop individualised learning plans for all students.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p><b>Question:</b> Are the identification and monitoring processes for identifying students requiring support adequate to implement strategies to provide support.</p> <p><b>Data:</b> Student surveys, review of student behaviour entries, teacher surveys, review of ILP</p> <p><b>Analysis:</b> ILPs and PLPs have been created this year as and when required. This has meant that as a collective we have been slow to meet student need in a timely manner.</p> <p>Connections with outside organisations have proven successful in providing support for students.</p> <p><b>Implications:</b> Following the review conducted at the end of this year</p> |                            |

## Progress towards achieving improvement measures

significant changes will be implemented in 2020 to further support student learning.



| Key Initiatives                                     | Resources (annual) | Impact achieved this year   |
|---|--------------------|---|
| <b>Aboriginal background loading</b>                | \$5227             | 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.  |
| <b>Low level adjustment for disability</b>          | \$15826            | 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.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$7470             | 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.   |
| <b>Socio–economic background</b>                    | \$35905            | 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. |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 19         | 19   | 24   | 28   |
| Girls    | 18         | 22   | 18   | 17   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 95   | 94.6 | 87.4 | 98   |
| 1         | 95.5 | 94   | 90.8 | 93.3 |
| 2         | 96.6 | 95.7 | 85   | 92.5 |
| 3         | 96.3 | 98.3 | 92.5 | 93.6 |
| 4         | 96.1 | 96.3 | 87.4 | 93.2 |
| 5         | 97.8 | 94.4 | 89.8 | 91.7 |
| 6         | 95.8 | 98.9 | 97.3 | 91.4 |
| All Years | 95.9 | 95.5 | 89.2 | 92.9 |
| State DoE |      |      |      |      |
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 94.4 | 94.4 | 93.8 | 93.1 |
| 1         | 93.9 | 93.8 | 93.4 | 92.7 |
| 2         | 94.1 | 94   | 93.5 | 93   |
| 3         | 94.2 | 94.1 | 93.6 | 93   |
| 4         | 93.9 | 93.9 | 93.4 | 92.9 |
| 5         | 93.9 | 93.8 | 93.2 | 92.8 |
| 6         | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94   | 93.9 | 93.4 | 92.8 |

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## 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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 7.20%   |
| Teachers       | 3.30%                  | 2.90%   |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2019 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 31,118           |
| <b>Revenue</b>                        | 686,525          |
| Appropriation                         | 587,566          |
| Sale of Goods and Services            | 23               |
| Grants and contributions              | 97,039           |
| Investment income                     | 642              |
| Other revenue                         | 1,255            |
| <b>Expenses</b>                       | -647,307         |
| Employee related                      | -542,112         |
| Operating expenses                    | -105,195         |
| <b>Surplus / deficit for the year</b> | 39,217           |

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

|                         | 2019 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 0                             |
| <b>Equity Total</b>     | 56,958                        |
| Equity - Aboriginal     | 5,227                         |
| Equity - Socio-economic | 35,905                        |
| Equity - Language       | 0                             |
| Equity - Disability     | 15,826                        |
| <b>Base Total</b>       | 493,416                       |
| Base - Per Capita       | 9,855                         |
| Base - Location         | 14,293                        |
| Base - Other            | 469,268                       |
| <b>Other Total</b>      | 18,014                        |
| <b>Grand Total</b>      | 568,389                       |

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.

## 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, website and school stream app.
- 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.