

Mullion Creek Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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Message from the principal

The Annual Report for 2019 is provided to the community of Mullion Creek Public School as an account of the school's operations and achievements throughout the year and as evidence of our ongoing commitment to improving student learning and wellbeing. 2019 has brought with it changes and challenges, including the prolonged drought, within the community and to our small school. Despite this our students have continued to approach learning in a positive manner, always trying their best.

The school has appreciated the dedication and support provided by the P&C. The P&C have purchased resources for the classroom and playground so enhancing the positive learning environments of our students.

Our parents have played a vital part in supporting the students by volunteering to be officials at the swimming and athletics carnivals, transporting and officiating at sports and extra curricula days and ensuring students had a means of transport to district, regional and state swimming and athletics carnivals. The students would have far fewer opportunities if it was not for the support of the parent body.

The community has continued to support the school contributing to special days, attending our school celebrations and events and through generous donations including financial, time and resources.

I would like to acknowledge and thank the dedicated teaching and support staff who have worked tirelessly over the past year to ensure each child is given every opportunity to reach their full potential. Staff at Mullion Creek Public School willingly go above and beyond to nurture each individual student and to ensure they are afforded a diverse range of experiences and opportunities.

In the classroom our students have continued to add to their skills and knowledge. 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 their 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

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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Delivering

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.

Improvement Measures

Every student will have personalised learning pathways to ensure a year's worth of growth for a year's worth of learning.

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Increased the use of collaborative practice within professional learning communities.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continuums, targeted intervention and feedback that reflects the evidence and allows access to tailored support, extension or enrichment programs.

Student goals are set reflect high expectations.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Students have an increased engagement in their own learning.• Students have an awareness of personal improvement areas.• Teachers have developed an increased understanding of the use of student data and the implications of use in programming.• Teaching programs have individualised learning needs identified for students.• Improved parent school partnerships. <p>Future Directions</p> <ul style="list-style-type: none">• Review and modify assessment schedules in line with teacher and student feedback.• Staff to continue to develop knowledge and skills in the use of the Learning Progressions.• Enhance opportunities for students to develop skills working in online environments.	\$2000

Process 2: Teacher Professional Learning and Collaborative practice

Enhancing staff knowledge and skills through implementation of high quality evidence based professional learning in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff knowledge and skills have been further enhanced in implementation of STEM integrated across the curriculum.• Staff have reported an increased confidence in coding across the school.• Whole school approach to STEM has been developed and implemented.• Community engagement has increased.• School and external data indications show increased student performance in literacy and numeracy. <p>Future Directions</p> <ul style="list-style-type: none">• Continue the learning journey with community of schools teachers in developing consistency of judgment within and across schools.• Undertake training in Little Scribe and to have students write, and have	\$1000

Progress towards achieving improvement measures

published, a book.

- Staff to participate in a Digital Device Pilot looking at ways to enhance technology both in learning and administration.

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.

Improvement Measures

Increased number of students, staff and parents meaningfully connecting with student wellbeing programs and initiatives in the school.

Learning partnerships established which increase student involvement and success in the school and the wider community.

Progress towards achieving improvement measures

Process 1: A planned approach to wellbeing

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Whole school wellbeing policy and approach was refined and implemented, including the rewards system.• CCMCSH Community of Schools facilitated combined days to enhanced student skills and knowledge.• Parent surveys indicate positive feedback around wellbeing strategies.• Student feedback, as reported through the Tell Them from Me survey and school focus groups, indicates high levels of wellbeing. <p>Future Directions</p> <ul style="list-style-type: none">• School leaders to participate in Accidental Counsellor training with followup sessions for school staff to share the knowledge and skills.• Reviewing policies as per the school schedule, ensuring compliance with departmental policy.	2 Day teacher release QTSS funding \$1000

Process 2: Evidence Based Wellbeing Initiatives

Develop and deliver wellbeing initiatives which build adaptive and resilient stakeholders across the school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Implementation of enhanced whole school approach to wellbeing process using Bridges Out of Poverty strategies.• Increased staff capacity in understanding individual student need and ways to resource each student to maximise growth.• Student voice has increased and been used to informed wellbeing practices. <p>Future Directions</p> <ul style="list-style-type: none">• Staff to participate in the Smiling Minds program with the intention for the program to be implemented across the school.• Increased parent knowledge on ways to help students develop resilience and foster positive mental habits.	2 days teacher release Socio Economic equity funding \$1000 Term 4 Rescheduled School Development Days

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1831	Processes have been implemented to ensure personalised learning plans are in place for Aboriginal students. Support staff and teachers assist Aboriginal students to address their personal learning goals, and processes are in place to communicate and consult with their families to foster productive relationships that support students' learning. Data, both internal and external, showed growth in literacy and numeracy.
Low level adjustment for disability	0.1 Learning and Support teacher \$3300	All students supported through this funding have made progress as measured against individual learning plans and learning progressions. All students with low level learning disabilities received targeted learning support in classrooms through the school learning support officers and learning support teacher delivered intervention programs on an individual or small group basis.
Quality Teaching, Successful Students (QTSS)	\$10600	<p>QTSS funding has allowed teaching staff to work collaboratively across the school to develop resources and to review and implement learning strategies across the school consistently. It has also provided the opportunity for teachers to analyse and share student data to differentiate individual student learning opportunities.</p> <p>This QTSS funding also provided flexibility to release staff to collaboratively plan, make school visits to view best practice and to mentor other, less experienced, staff across the CCMCSH Community of Schools.</p>
Socio-economic background	\$7485	Low socio-economic backgrounds funding was used to provide increased learning opportunities to improve learning outcomes. The purchase of resources and experiences allowed students to fully engage with the curriculum. This included targeted learning support in classrooms through the use of school learning support officer delivered intervention programs, supporting small groups particularly in literacy and numeracy sessions. Most of the students from low socio-economic backgrounds are achieving at least one year's learning growth for each school year.
Sporting Schools	\$2900	This funding allowed skill development for students in school identified sports under the tuition of an expert. This has allowed students to undertake sports that can be played within the community. It was reported in the Tell Them from Me survey where 100% of students reported being involved in sports programs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	32	33	33	32
Girls	24	22	25	24

Student attendance profile

School				
Year	2016	2017	2018	2019
K	98.2	96.2	97.4	96.3
1	96.6	97.2	92.3	95.9
2	94.5	93	96.7	90.8
3	93.6	94.1	96.4	95.8
4	95.4	94.3	97	93.7
5	91.4	96.6	95.3	95.8
6	96.6	93.9	95.2	92.9
All Years	95.4	95.3	96	94.9
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)	2.39
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	184,327
Revenue	761,853
Appropriation	716,872
Grants and contributions	43,101
Investment income	1,880
Expenses	-812,513
Employee related	-670,338
Operating expenses	-142,175
Surplus / deficit for the year	-50,660

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 Approved SBA (\$)
Targeted Total	0
Equity Total	26,873
Equity - Aboriginal	1,831
Equity - Socio-economic	7,485
Equity - Language	400
Equity - Disability	17,156
Base Total	650,327
Base - Per Capita	13,609
Base - Location	1,392
Base - Other	635,326
Other Total	24,306
Grand Total	701,506

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.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 in 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 insight to guide school planning and help to identify school improvement initiatives. The survey consisted of a number of questions and was completed by 19 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 behaviour at school
- Students who are interested and motivated
- Effort

Effort DRIVERS of Student Outcomes

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

All students reported they feel proud of their school, with 89% strongly agreeing

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 Seven Steps to Writing Success: has improved your writing this year and share somethings you still need to improve on.

The information has been used in planning for 2020, including increased shade areas over the play equipment and supporting students in addressing their learning goals in writing.

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 8 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 support learning at home
- Parents are informed

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

- Parent activities are scheduled at times when I can attend.
- I am informed about my child's behaviour at school, whether positive or negative.
- Talk about how important schoolwork is.

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.