Mulwala Public School

2019 Annual Report

2667

Introduction

The Annual Report for 2019 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.

School contact details

Mulwala Public School
65 Melbourne Street
MULWALA, 2647
www.mulwala-p.schools.nsw.edu.au
mulwala-p.school@det.nsw.edu.au
03 5744 3462

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 Bpangerang 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

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 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.

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/school–excellence

Strategic Direction 1

Quality Teaching

Purpose

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

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1:   Effective Classroom Practice

Embed a whole school approach to systematically planned teaching and learning programs and providing effective feedback to students.

Evaluation	Funds Expended (Resources)
All teachers have implemented formative feedback strategies into their teaching and learning programs. A school strategy list was developed.	Staff meetings and School Development Days **Funding Sources:** • ($0.00)

Process 2:   Data

Draw on research to provide quality professional learning in designing assessment tasks, recording assessment data and using data to inform learning.

Evaluation	Funds Expended (Resources)
The use of PLAN2 has been inconsistent. Further professional learning will be provided in 2020.	Staff meetings

Process 3:   Writing across KLAs

Provide professional learning in integrating and explicitly teaching writing across all KLAs.

Evaluation	Funds Expended (Resources)
Further professional learning on quality writing across KLAs to be provided in 2020.	Staff meeting

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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.

Improvement Measures

At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.

Increase the proportion of students in the top two NAPLAN bands from 24% to 32%.

Progress towards achieving improvement measures

Process 1: **Self–reflective Learners**

Consolidate a whole school approach to the explicit teaching of learning dispositions and the practice of self–reflections

Evaluation	Funds Expended (Resources)
All teachers refer to 'the learning pit' and have a visual in their classroom. The language of HOW2Learn will be revisited in 2020.	Staff meetings

Process 2: **Explicit criteria**

Embed the use of learning intentions and success criteria, to promote student engagement and self–reflections

Evaluation	Funds Expended (Resources)
All teaching programs include learning intentions and success criteria. These are shared with the students each lesson and are also shared with the parents via the weekly class newsletters.	Staff meetings and collaborative planning time **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($9711.00)

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

Improvement Measures

| Decrease the number of students with less than 90% attendance rate to below 20% each term. |
| Increased ongoing engagement with the local Indigenous community. |
| Increase the number of extra–curricular activities that have improved student learning outcomes. |
| Increased the number of parents who attend events and interact with technological resources to improve their understanding of student learning |

Progress towards achieving improvement measures

Process 1:   Attendance

Adherence to department Attendance policy and school procedures by all staff.

Evaluation	Funds Expended (Resources)
The student attendance was recorded in the school newsletter. The school goal was 94%. The attendance for each term was: Term 1– 94.2% Term 2– 93.1% Term 3– 95% Term 4– 94.8%	

Process 2:   Aboriginal perspectives

Make connections with the Yorta Yorta and Bpangerang communities to build the knowledge of the school community.

Evaluation	Funds Expended (Resources)
Mrs Linehan attended the Puliima conference in Darwin. A scope and sequence for Bpangerang language was developed in consultation with Uncle Freddie Dowling. All teachers implemented the language program into the classrooms, with many words being embedded into everyday language.	**Funding Sources:** • Socio–economic background ($2526.00)

Process 3:   Extra–curricular activities

Source and target quality extra–curricular activities in which students can participate to improve their learning in curriculum areas.

Evaluation	Funds Expended (Resources)
Each Buddy group conducted a fortnightly project. They included visiting the pre–school to read to the students and organise games, visiting the Lifestyle Village to play games with the residents and gardening.	

Process 4:   **Parent Engagement**

Evaluate and implement effective strategies from Community Engagement documents.

Evaluation	Funds Expended (Resources)
Parents responded positively to the forms of communication including the class newsletter, Class Dojo and the student reports. The student–led interviews will be evaluated in 2020.	

Progress towards achieving improvement measures

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($1 838.00)	All students participated in the local bridge walk for NAIDOC Week and class activities during reconciliation week.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($9 430.00)	A teacher was employed to provide 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 poorly developed motor skills and to provide support for living skills.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($9 711.00)	Teachers were provided with time to plan collaboratively and to plan using student data.
Socio–economic background	**Funding Sources:** • Socio–economic background ($13 222.00)	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			
	2016	**2017**	**2018**	**2019**
Boys	24	23	19	22
Girls	25	31	33	37

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	98.4	93	89.6	93.9
1	92.2	98.9	91.7	91.3
2	92.8	88.5	94.2	92.3
3	88.2	92.4	93.8	95.6
4	93.9	93.5	83.5	97.8
5	91.4	94.2	89	90.9
6	89.6	92.9	95.2	66.7
All Years	92.5	92.7	90.7	92.7
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
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

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	21,403
Revenue	939,320
Appropriation	910,889
Sale of Goods and Services	2,910
Grants and contributions	25,341
Investment income	180
Expenses	-967,344
Employee related	-861,311
Operating expenses	-106,033
Surplus / deficit for the year	-28,024

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	95,976
Equity Total	46,696
Equity - Aboriginal	1,838
Equity - Socio-economic	14,085
Equity - Language	0
Equity - Disability	30,773
Base Total	659,753
Base - Per Capita	12,201
Base - Location	9,861
Base - Other	637,690
Other Total	47,457
Grand Total	849,881

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 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 website.

Parent/caregiver, student, teacher satisfaction

In 2019 the school sought the opinions of parents about the effectiveness of communication to parents regarding what their children were learning at school.

The parent responses are presented below:

94% of the parents read the class newsletter all or some of the time

100% discuss the learning activities with the students all or some of the time.

Most parents think Class Dojo is an effective tool for communication between parents and teachers.

83% of parents think that the student academic report gives a good indication of what their child has achieved and where they need to improve.

The students were provided with a 'two stars and a wish' form to indicate the positive things about the school and an area that could be improved.

The frequent positives included:

The students are kind and friendly.

The teachers are helpful and they explain things clearly.

They enjoy the flexible Maths groups.

There are a lot of activities to do at recess and lunchtime.

The most frequent suggested improvement for the school was to update the equipment in the playground.

The school sought the opinion of the staff regarding the effectiveness of staff communication.

Most staff indicated that the weekly planner, communication meetings and staff meetings were very effective forms of communication

More professional learning is required to access and utilise the shared calendar.

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.