

Mummulgum Public School

2019 Annual Report



Nurturing the gift
that is the individual

2671

Introduction

The Annual Report for 2019 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.

School contact details

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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".

Mummulgum Public School is a proud member of the Community of Learning Among Small Schools (CLASS) Professional Learning 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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Directors of Future Learning

The curriculum provided supports high expectations for student learning. The curriculum is enhanced by learning alliances with Doughty Creek PS where useful and practical.

We will build the capacity and confidence of our learners to enable them to take responsibility for their learning, to enjoy the practice of learning and to aspire to be independent learners.

Evaluation	Funds Expended (Resources)
<p>Raise the ALARM</p> <p>3 Year Milestone(SEF)</p> <p>STUDENT PERFORMANCE MEASURES</p> <p>Student Growth</p> <p>School has identified what growth is expected for each student & students are achieving higher than expected growth on internal school progress and achievement data</p> <p>Value-add</p> <p>School achieves excellent value-added results, significantly above the VA of the average school</p>	

Progress towards achieving improvement measures

Text & Talk Mathematically

3 Year Milestone(SEF)

STUDENT PERFORMANCE MEASURES

Value-add

School achieves excellent value-added results, significantly above the VA of the average school

Student Growth

School has identified what growth is expected for each student & students are achieving higher than expected growth on internal school progress and achievement data

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

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Creating Future Learners

To enhance Consistent Teacher Judgment in order to build student capacity to self-direct and evaluate their learning.

To build the capacity of teaching staff to demonstrate and share expertise in order to meet the Australian Professional Teaching Standards.

To achieve this we will:

Foster pedagogical growth and development within the teaching team through collaborative and reflective practices.

Provide quality delivery of teaching and learning experiences informed by analysis of internal and external data.

Enhance professional learning activities focused on building teachers' understandings of effective and quality teaching strategies.

Share learning through targeted professional development within the Professional Learning Community.

Evaluation	Funds Expended (Resources)
Annual Milestone	

3 Year Milestone(SEF)

EFFECTIVE CLASSROOM PRACTICE

Explicit Teaching

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies, Effective methods are identified, promoted & modelled, & students' learning improvement is monitored, demonstrating growth

LEARNING & DEVELOPMENT

Collaborative Practice & Feedback

School uses embedded & explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice & the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice & student results

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

Improvement Measures

Parents with Purpose:

Regularly engage in meaningful conversations with their child about their learning & progress.

Provide relevant feedback to support & inspire their child's future growth.

Enhance the aspirations of their child by planning future educational & career pathways.

Progress towards achieving improvement measures

Process 1: Facilitators of Future Learners

School leaders foster inclusive collaboration with key stakeholders.

School leaders promote engagement with and commitment to the school's strategic directions and ongoing improvement in student outcomes.

School leaders develop the capacity of all stakeholders by utilising the Professional Learning Community.

School leaders drive whole school improvement through utilising and valuing school community feedback.

Evaluation	Funds Expended (Resources)
<p>Sharing ideas and letting parents express their concerns</p> <p>Use the leadership notion and their place in it</p> <p>SEF Leading domain community engagement support the highest levels of learning</p> <p>High expectations culture Establish a professional learning community which is focused on continuous improvement & use of best practice to embed a culture of high expectations and caters for the range of equity issues in the school.</p> <p>In 3 years' time? High expectations culture?</p> <p>3 Year Projection</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background loading (\$5,005)	Funds were combined with staffing allocation to provide an additional 1 day a week support teacher for K–2 and 3–6 classes.
Low level adjustment for disability	Low level adjustment for disability (\$6,915)	Staffing allocation 0.2 LaST Flexible funds were combined with staffing allocation to provide an additional 1 day a week support teacher for K–2 and 3–6 classes.
Quality Teaching, Successful Students (QTSS)	Staffing allocation 0.037	Funds were combined with staffing allocation to provide an additional 1 day a week support teacher for K–2 and 3–6 classes.
Socio–economic background	Socio–economic Background (\$26,956)	Socio–economic funds and staffing allocation were combined to support and supplement a K–2 classroom teacher position to 5 days per week

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	10	15	14	9
Girls	10	7	8	7

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.7	93.5	87.1	89.6
1	89.8	91	95.5	87.9
2	93.9	93.5	96.8	88.6
3	93	92.3	84.1	90.6
4	90.3	95.3	95	50
5	100	88.5	87.9	91.9
6	81.2	91.4	87.5	88.3
All Years	91.1	92.7	90.5	89
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)	0.68
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*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	71,392
Revenue	568,472
Appropriation	545,918
Sale of Goods and Services	930
Grants and contributions	20,957
Investment income	667
Expenses	-499,697
Employee related	-426,082
Operating expenses	-73,615
Surplus / deficit for the year	68,775

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	70,891
Equity - Aboriginal	5,005
Equity - Socio-economic	37,628
Equity - Language	0
Equity - Disability	28,258
Base Total	348,545
Base - Per Capita	5,162
Base - Location	2,638
Base - Other	340,745
Other Total	121,961
Grand Total	541,397

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](https://myschool.edu.au) website.

Literacy

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 2019. Parents of students who participated in the 2019 NAPLAN Tests have been provided with individual reports and were invited to seek feedback where necessary.

Numeracy

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 2019. Parents of students who participated in the 2019 NAPLAN Tests have been provided with individual reports and were invited to seek feedback where necessary.

Parent/caregiver, student, teacher satisfaction

In 2019 Mummulgum Public School utilised the Tell Them From Me Surveys to seek the opinions of parents, students and staff regarding many aspects of school life.

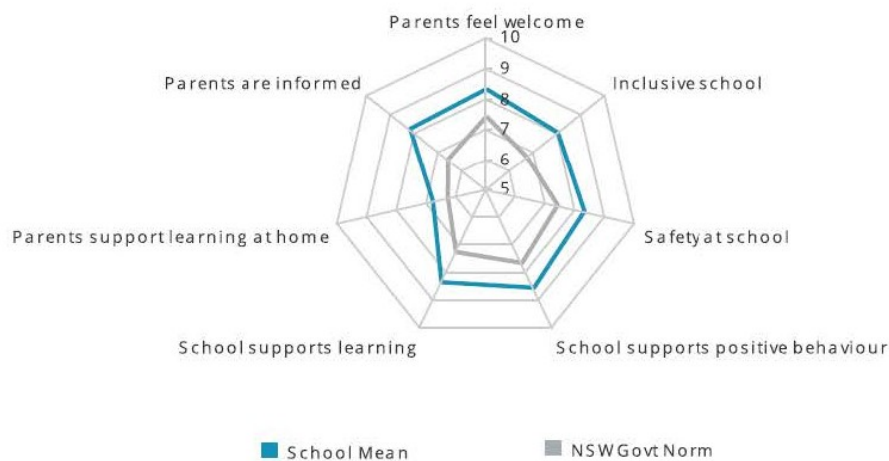
This year the staff planned an engaging evening event for students and parents to work together on a rotational range of coding with iPad's experiences "Coding Together" At the conclusion of the activities all parents were asked to complete the "Partners in Learning" Parent Survey.

100% of families completed the survey.

Several families had 2 members complete the survey.

Overall parent/carer participation in the survey was 85%. This was a very successful result.

Mummulgum Public School Parent survey results demonstrate a significantly higher scoring across all 7 aspects compared to the NSW Government Norm. This was a very rewarding and positive reflection of the parents' perceptions of Mummulgum Public School.



TTFM Student Survey 2019	
The following results are areas in which Mummulgum Public School scored above the NSW Government Norms	
Social-Emotional Outcomes	%
Students feel accepted and values by their peers and by others at school	86%
Students believe that schooling is useful in their everyday life and will have a strong bearing on their future	100%
Students do homework for their class with a positive attitude and in a timely manner	71%
Students that do not get in trouble at school for disruptive or inappropriate behaviour	100%
Students try hard to succeed in their learning	100%
Students who are victims of bullying	0%
Drivers of Student Outcomes	Mean
Students find classroom instruction relevant to their everyday lives	9.6
Students feel classroom instruction is well-organised, with clear purpose and with immediate feedback that helps them learn	9.1
Students feel they have someone at school who consistently provides encouragement and can be turned to for advice	8.1
School staff emphasise academic skills and hold high expectations for all students to succeed	9.7

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.