2020 Annual Report

Mullaley Public School

2660

Introduction

The Annual Report for 2020 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.

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School vision

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. 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

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-base 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.

Overall summary of progress

Staff have engaged in relevant, evidence-based learning both at school, but also with schools in the Namoi Partnership. During this period of time, teachers have achieved their professional development goals, and have maintained or achieved proficient accreditation. However, due to COVID-19, many face to face sessions ceased and focus was redirected to how to implement online learning platforms to support students while working at home.

Teachers implemented the concepts learnt during professional learning sessions to better engage students and offer explicit teaching strategies. Using the *What Works Best Framework,* teachers are creating environments that motivate students to intrinsically learn and grow during their learning journey.

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)
Question: What aspect of teaching and learning will be focused on within Mullaley Public School learning sessions? **Data:** Staff surveys to identify areas of weakness/strength and to indicate additional professional learning required, professional development plans, collaborative observations. **Analysis:** It was indicated that staff required additional training in spelling professional development and the analysis of online platforms such as NAPLAN online. **Implication:** Staff professional learning for Term 1, 2020 will involve the use of online assessment platforms given by the principal or facilitators of the sites.	Employment of SLSO (0.400 FTE) Employment of second, full time temporary teacher (1.00 FTE) Employment of third temporary teacher (0.800)

Process 2:   Professional Learning

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Question: Have staff been provide with the skills and relevant information to successfully identify which online platforms will benefit their teaching practices and programs? **Data:** Staff satisfaction survey **Analysis:** The staff satisfaction survey indicated that staff felt strongly that there were a range of resources being implemented at the school, but that they were used as a fast-finishers activity instead of as a part of their program. They wished to engage in more PD to ensure that they could implement these platforms into their programming and assessment timetable. **Implication:** Through staff feedback and input, staff will engage in PL next year to focus more on how to implement these platforms and use the data as a part of student assessment.	Professional learning experiences face-to-face and online. Online platforms such as Manga High, Matific, Typing Club, ACER and Check-In assessment.

Next Steps

The staff at Mullaley Public School regularly engage in collaborative discussion among themselves during daily formal and informal meetings. To ensure that staff are getting the most out of these experiences, it is recommended that instead of just discussing their practices, that staff observe and analyse each others programs and to observe each other more frequently during class time. This will ensure that staff are supporting each other and encouraging each other to evolve their teaching practices to best suit our students. Furthermore, due to COVID19, many professional development workshops in the area were cancelled or postponed, and staff were required to engage more in Zoom meetings. In the near future, it would be beneficial for staff to continue to engage regularly in high quality research based professional learning that will improve their teaching strategies and consequently improve student outcomes.

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.

Overall summary of progress

Some students experienced a high growth in literacy and numeracy; however many others experienced smaller growth. This is a measure that needs to continue being focused on to see further growth in the future.

All Aboriginal students and students with additional needs had tailored learning programs and plans established. Further individualised learning plans can be implemented for gifted and talented students to ensure that all students are being extended appropriately and experiencing success in their 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)
Question: Have assessments in literacy and numeracy been developed to accurately identify the individual needs of students? **Data:** Assessment schedules, student work samples, teacher programs **Analysis:** Through ongoing training staff have implemented a range of assessment tasks to identify student point of need in learning. **Implication:** Staff will continue to develop assessment tasks in wider areas and other KLA's to ensure that student needs are being adequately met.	PM Online ACER testing Waddington spelling test South Australian spelling test MultiLit program.

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)
Question: Are the identification and monitoring processes for identifying students requiring support adequate to implement strategies to provide support? **Data:** Student behaviour entries, teacher surveys, student surveys, review of ILP's	Multi-Lit program SLSO - 0.400 FTE

Progress towards achieving improvement measures

Analysis: ILP's and PLP's have continued to be used this year when required. This ensured that all staff were aware of student needs and behaviour requirements; however more input by parents and students in relation to regularly updated student goals would be beneficial in ensuring all key contributors have a say in relation to student learning.

Implications: Following this review, significant changes need to occur in regards to ILPs and PLPs to ensure that students of all abilities are supported appropriately in a safe school environment.

Next Steps

Upon looking at these evaluations, it is evident that students of all background, including Aboriginal students, require additional support to ensure that they experience greater success in their learning and develop the skills necessary to work and implement there abilities outside of the school environment. Greater access to other varied resources such as other digital platforms, and a greater focus on closing the gap for Aboriginal students and students performing below stage outcomes would assist teachers to transition students between classes and into their secondary schooling. A greater understanding of how assessment platforms, such as Check-In and NAPLAN, and how to implement the data from these sources would further assist teachers to understand each of their students strengths and weaknesses, and to develop their programs and teaching strategies to ensure that students are well-rounded in their education.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$5227	All ATSI students had a PLP in place which focuses mainly on literacy and numeracy goals. These goals were set during parent/teacher/student meetings to ensure that strong relationships develop within the school community. Staff also attended some AECG meetings this year; however due to COVID19, MPS could not invite Elders or AECG members to our NAIDOC day due to restrictions.
Low level adjustment for disability	$15826	A three-class structure operating for four days a week was supported this year. The majority of 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.
Quality Teaching, Successful Students (QTSS)	$7470	Three classes were implemented for four days per week this year to ensure that all students had easier access to one-on-one instruction. Furthermore, an SLSO was employed to assist students working below stage outcomes to receive additional support and to complete external programs such as those by the Centre of Effective Reading.
Socio-economic background	$35905	A three-class structure was implemented this year for four days per week to ensure that all students have easier access to one-on-one and small group instruction. Furthermore, teachers are able to give individual or small group instruction easier to those students who are achieving below stage expectations and to manage behaviour and classroom environments more efficiently. Programs have been differentiated across all learning levels and adjustments were made appropriately. A School Chaplain/SLSO was implemented this year to assist students performing below stage expectations and to work with students who were experiencing difficulty socially and emotionally.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	19	24	28	25
Girls	22	18	17	16

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	87.4	98	85.8
1	94	90.8	93.3	90.8
2	95.7	85	92.5	90.8
3	98.3	92.5	93.6	89.1
4	96.3	87.4	93.2	92
5	94.4	89.8	91.7	89.1
6	98.9	97.3	91.4	93.1
All Years	95.5	89.2	92.9	90.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

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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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	70,335
Revenue	673,081
Appropriation	663,572
Grants and contributions	9,238
Investment income	271
Expenses	-698,289
Employee related	-613,184
Operating expenses	-85,105
Surplus / deficit for the year	-25,208
Closing Balance	45,127

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.

	2020 **Approved SBA** ($)
Targeted Total	0
Equity Total	86,556
Equity - Aboriginal	10,151
Equity - Socio-economic	58,691
Equity - Language	0
Equity - Disability	17,713
Base Total	511,684
Base - Per Capita	10,823
Base - Location	15,118
Base - Other	485,744
Other Total	15,826
Grand Total	614,066

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

This year parent surveys were sent home and the school held focus group discussions with students and staff seeking information about what we do well as a school and how we can improve. Furthermore, students were encouraged to participate in the *Tell Them From Me* survey and to approach the School Representative Council to ensure that their voice was being heard. Things that have been discussed with students and parents indicated:

- Further communication with the school is vital, especially after the period of lockdown during the COVID19 pandemic. Communication does occur through the Facebook page, School Stream, fortnightly newsletter and website; however parents would like to have more say in school events and student learning.
- The P&C is an active parent group within the school who engage positively with staff, the parents and broader community. The P&C play a vital role in building a positive school culture, and they are consulted on some school decisions to provide feedback and suggestions for school activities, planning and evaluation.
- Families would like to become more involved in celebrating student success
- The need to ensure that every voice is heard in regards to wider parent involvement in groups such as the P&C
- Students would like to have more choice and a bigger role to play in school activities and events.

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.