

2020 Annual Report

Mullion Creek Public School



2664

Introduction

The Annual Report for 2020 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

Mullion Creek Public School
45 Long Point Rd
Mullion Creek, 2800
www.mullionck-p.schools.nsw.edu.au
mullionck-p.school@det.nsw.edu.au
6365 8382

Message from the principal

One of our greatest freedoms is how we react to things" Charlie Mackesy.

2020 started with so much promise, so many plans and so many things we were aiming to accomplish but as we know nothing is permanent and change is inevitable. And change met us head on as we watched change occurred all over the world and the talk turned to COVID 19. The talk became our reality as Australians discussed how it would be stopped here. And so, change came to Mullion Creek. Lock down had arrived. Sport was cancelled, school gates were shut to the wider community and learning from home became the new way to school. Staff changed their practices and learned a whole new set of skills to ensure our students were engaged and continued to learn. The dedication, resilience and adaptability of the staff to learn to teach in this new way was so important to us so that we could remain connected to our students. We thank you all for supporting us and helping us to deliver the learning packages to your children.

As we came out of lock down and the new normal became our practice with hand sanitising, wiping desks and cleaning surfaces, our resilience and faith was tested further with the tragic loss of one of our students. We were all heartbroken as we faced the loss together. At this time, I would like to thank everyone for their care and support of the students, staff and each other as we continue the long process of healing together.

With everything this year has sent us, the staff have continued to work tirelessly to teach, support and nurture each of the amazing young people at Mullion Creek Public School. How privileged and grateful am I to be working with incredibly dedicated staff members. Their drive, passion and determination; underpinned by skill, subject knowledge and care of all of the children, is only surpassed by their empathy for every student in their care. This is evident each day by the enthusiasm of the children and joy in their faces as they greet us each morning. It is at this time I would like to publicly acknowledge the staff for everything they do, not only for the students, but for the school and wider community.

As the year closes we reflect and are grateful for what we have done. Our children have enjoyed sports and fun days with our Community of School friends, participated in online challenges and competed virtually, created a wonderful visual arts display full of colour and joy and danced and learned at NAIDOC celebrations.

K-1 have splashed and giggled as they enjoyed their water play day, peddles and go-carts. Years 4, 5, 6 and then 2-3 visited Cumnock for a fun sports day. We have had an incursion and camped out in our playground. Year 6 have snoozed at the zoo, cycled, and toured the exhibits, and paddled in dragon boats.

For a year that stopped and has taken so much from us we have faced it, embraced it and worked hard to bring fun and normality to our school and students. To our students, the reason we are all here, congratulations to each of you, you have shown resilience and determination in a very tough year. You have worked so very hard to achieve your personal best and we are so grateful to have had the opportunity to teach each of you. We are all so proud of you. 'Just look how far you've come and grown'.

As we look forward to 2021 please remember that each of you are incredible and , "Always remember you matter, you're important and you are loved, and you bring to this world things no-one else can. And when you are forced to choose

something always choose kindness."

Sally Beer

Principal

Mullion Creek Public School

School vision

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. 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

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)
<p>Assessment schedules reviewed and modified in line with teacher and student feedback.</p> <p>Targeted interventions for students following the learning from home period using the 0.2 additional staffing provided. Internal data showed all students in the program made growth against their identified goals.</p> <p>Opportunities for students to develop skills working in online environments was implemented early and put into full use during the learning from home time. It is important to note that not all families could use technology based application due to unstable networks and low bandwidth.</p> <p>NAPLAN testing did not occur during 2020.</p> <p>The digital device project was positive with staff reporting positive impacts within the classroom and in the completion of administrative tasks. The onset of the learning from home period required increased upskilling in areas such as Zoom, online collaboration and best practice in use of online resources. With the increased use network issues, both within the school and the lack on connectivity with in the community, meant a hybrid model of support was used rather than a straight digital model.</p> <p>Project survey responses were overwhelmingly positive and partially contributed to the exclusive use of the device for teaching and learning.</p> <p>Staff performance development plan feedback indicated strong skill development in using the device and extension of knowledge of application in the learning cycle.</p> <p>A whole school approach to the use of platforms for learning from home was adopted allowing parents consistency in use and increasing staff collaboration.</p> <p>A number of professional learning activities involving the Community of</p>	<ul style="list-style-type: none">• Individual laptops for each staff member (supplied as part of project)• Additional support by teacher 0.2FTE during Term 2 (Covid Support) <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$4000.00)• Quality Teaching, Successful Students (QTSS) (\$4500.00)• Literacy and numeracy (\$6863.00)

Progress towards achieving improvement measures

Schools were unable to be completed due to the Covid-19 restrictions. many were undertaken in an online environment.

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)
<p>Data indicates growth in writing skill across the whole school. Years 3 - 6 writing samples, using previous NAPLAN writing stimulus and NAPLAN marking criteria including indicators from each stage of English syllabus indicated growth for 94% of students .</p> <p>Work samples gathered across the year showed student individual progression for greater than 90% of students K-6.</p> <p>Students with individual learning plans made progress towards achieving their nominated goals.</p> <p>Students' feedback through surveys was positive in developing their writing skills.</p> <p>All students wrote, edited and produced a book using Little Scribes.</p> <p>Collaboration and workshops with Community Of Schools teachers was completed using the best practice What works Best resources.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$1500.00)• Professional learning (\$1400.00)

Next Steps

Following a comprehensive school analysis the focus areas for the next four years will be:

- Create a whole school culture where data is regularly collected, analysed and used to informed planning and teaching.
- High impact, evidence based professional learning will build the capacity of staff to use data effectively to modify teaching practice and differentiate learning to support all students.
- Building a culture of high expectations where students are challenged and engaged through differentiated learning.
- Teachers will prepare for explicit teaching using a whole school strategy for reading and numeracy informed by data.
- Consistent school-wide practices for assessment are used to monitor and plan student learning across the curriculum that is driven from success criteria and learning intentions. Teachers will be supported by targeted high impact professional learning in assessment so that they are able analyse student progress and provide effective, targeted feedback to support the continued growth of all students.
- Design and deliver high quality assessment tasks to enable students to have the skills to self-assess, reflect and monitor their learning.
- Explain, model and guide learning using explicit teaching and formative assessment so all students are challenged in their learning.

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">• School leaders unable to participate in nominated Accidental Counsellor training due to Covid restrictions.• Increased contact with students and families through the learning from home period through a range of methods including phone, Zoom and socially distant meetings.• 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.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1500.00)

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">• Whole school approach to mindfulness through the use of the Smiling Mind app has helped build increased confidence and focus in students.• Decrease in student reporting conflict and 'off the playground' behaviour of other students.• Increase of calmness in classrooms and increase of student capacity to focus and complete set tasks in timeframes as measured by reduced teacher interventions..• Staff report increase confidence in providing strategies to support students when anxious and help them develop strategies and skills they can apply at anytime.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$1500.00)• Socio-economic background (\$450.00)

Next Steps

Following a comprehensive school analysis the focus areas for the next four years will be:

- Implementation of a whole school approach to the teaching and learning of literacy and numeracy.
- All teachers will participate in evidence based professional learning and collaborations focused on developing

teacher capacity in evidence based teaching practices and differentiation.

- A culture of learning will be created through collaborative partnerships focused on developing high expectations to support student engagement and achievement.
- Evidence based practices that support student wellbeing and achievement will be embedded across the school, maximising learning opportunities for all.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 153.00) 	<ul style="list-style-type: none"> Students have positive learning growth from the initial benchmark data in literacy and numeracy. Attendance at school is regular with minimal partial absences. Goals articulated on the personalised learning plans have been attained or actions have occurred as progress towards these.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$10 938.00) Low level adjustment for disability (\$7 151.00) 	<ul style="list-style-type: none"> Positive growth in literacy and numeracy outcomes against the students' individual plan goals. Improved literacy and numeracy outcomes as measured by internal school assessment referenced against benchmarks. LAST data shows growth for students who received targeted interventions in literacy and numeracy. Students requiring additional support to access the curriculum were assisted through adjusted learning in all classrooms, targeted interventions and additional support in classrooms through SLSO.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$1 345.00) 	<ul style="list-style-type: none"> QTSS funding provided flexibility to release staff to collaboratively plan, undertake online learning to develop skills to meet the changes requirements of school in 2020 and to mentor other, less experienced, staff across the CCMCSH Community of Schools. Time provided to teaching staff to work collaboratively across the school to develop resources and to review and implement learning strategies for the learning from home period. It has also provided the opportunity for teachers to analyse and share student data to differentiate individual student learning opportunities. Evaluation of staff's capacity to use new tools and understand initiatives implemented through the year. Teachers performance development plan goals explicitly linked to school plan were fully achieved or progress made towards meeting these. Increased understanding of the importance of assessment and strategies to use in a variety of settings.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$5 342.00) 	<ul style="list-style-type: none"> Individual student school data reflects positive growth in literacy and numeracy in their nominated areas of development. Students provided with opportunities to have the resources to participate fully in the curriculum. 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 resulted in internal data showing most students from low socio-economic backgrounds are achieving at least one year's learning growth for each school year. Learning from home resources purchased

Socio-economic background	Funding Sources: • Socio-economic background (\$5 342.00)	to support students in literacy and numeracy development during Covid shut down period.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$14 000.00)	<ul style="list-style-type: none"> • Additional release time was used to develop skills in nominated areas. • Positive evaluation of the support program by the beginning teacher was given. • Accreditation process was undertaken with beginning teacher achieving the desired level to be accredited as a proficient teacher.
Sporting Schools	Funding Sources: • (\$2 900.00)	<ul style="list-style-type: none"> • Students developed greater skills and knowledge in a range of sports and increased fitness. • Development of team skills and attributes of patience, perseverance and persistence.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	33	33	32	42
Girls	22	25	24	23

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.2	97.4	96.3	95.6
1	97.2	92.3	95.9	93.9
2	93	96.7	90.8	93.7
3	94.1	96.4	95.8	93.5
4	94.3	97	93.7	94
5	96.6	95.3	95.8	88.8
6	93.9	95.2	92.9	93.6
All Years	95.3	96	94.9	93.6
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.38
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, 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	133,667
Revenue	910,569
Appropriation	858,997
Grants and contributions	51,100
Investment income	471
Expenses	-897,932
Employee related	-786,378
Operating expenses	-111,554
Surplus / deficit for the year	12,637
Closing Balance	146,304

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	29,517
Equity Total	28,084
Equity - Aboriginal	1,153
Equity - Socio-economic	8,842
Equity - Language	0
Equity - Disability	18,089
Base Total	674,807
Base - Per Capita	13,468
Base - Location	1,253
Base - Other	660,086
Other Total	22,559
Grand Total	754,967

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

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 used for students in Years 4-6 and parents. This survey is initially completed early in the year prior to the implications of Covid 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 23 students. The areas where students from Mullion Creek Public School were higher when compared to the NSW Government Norms are:

Social-Emotional Outcomes

- 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
- Explicit Teaching Practices and Feedback
- 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 95% agreeing.

In the open-ended question, our school question 1: Please tell us some things you really like about your school and two things that would make it even better, students noted the efforts of teachers, school resources and friends as positives. Areas to be developed related to the addition of equipment and changes to school organisational aspects.

The information provided has been used in planning for 2021 and the development of the new School Improvement Plan.

It is noted that for the criteria related to student participation in school sports and student participation in extracurricular activities that these predominantly stopped with the imposed restrictions.

Community Consultation on the areas for the school improvement plan

A number of surveys were undertaken to seek parent and community feedback and reflections on aspects of learning from their perspective, including challenges children experienced at home and wellbeing.

- Community and parents' reflections when triangulated with school and external data and show similar patterns for areas for development in literacy and numeracy.
- Wellbeing surveys provided information on possible blocks to students learning and improving outcomes. As a focus, the school will introduce strategies to develop students' skills in coping, calming and building resilience.
- In the survey on school plan directions parents supported the school in its nominated areas for improvement. Attendance and its importance require a focus to build a fuller understanding of its implications on learning.

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.