

2020 Annual Report

Mulwala Public School



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Introduction

The Annual Report for 2020 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

Message from the principal

2020 was a challenging year with remote learning and COVID-19 restrictions, preventing many of the school's programs to run, ie flexible maths groups and stage-based Science and HSIE lessons. The students proved to be resilient and accepting of the situation, and the staff quickly stepped up to the challenge of providing quality education in a unique way.

Gayle Pinn

Principal

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Overall summary of progress

The disruption caused due to Covid-19 and the change in staff impacted the proposed learning for teachers. Teachers continued to develop knowledge of the use of the learning progressions and PLAN2 data to inform learning. Further professional learning will be provided in this area.

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)
<p>A document outlining the whole school approach to teaching Maths at MPS, which included up to date research, was developed.</p> <p>Staff participated in effective reading professional learning.</p> <p>Multiple copies of rich texts were purchased.</p> <p>Professional learning on formative assessment continued.</p> <p>Most teachers are demonstrating the use of formative assessment in the classroom.</p>	<p>Staff meetings and SDDs</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$2365.00)

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)
<p>The use of PLAN2 data has been inconsistent. Further professional learning will continue in 2021.</p>	<p>Staff meetings</p> <p>QTSS</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10938.00)

Process 3: Writing across KLAs

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

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
Due to Covid-19 limited professional learning was available in 2020.	

Next Steps

The teachers will focus on the development of effective reading strategies and the use of data to inform teaching.

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%.

Overall summary of progress

NAPLAN was not conducted in 2020. However, the Year 3 and 5 students participated in the Check-in assessments.

Year 5

- 66% of students were in the top two bands in Reading
- 28% of students were in the top two bands in Numeracy

Year 3

- 22% of students were in the top two bands in Reading
- 33% of students were in the top two bands in Numeracy

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)
Teachers and students refer to the 'learning pit' and the importance of learning being hard. Teachers will embed self-reflection in their future teaching and learning plans.	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)
Most teachers include learning intentions and success criteria most of the time. in their lessons. Further professional learning will be provided for this area.	

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)
Teachers follow the department policy regarding roll marking and attendance. Attendance rates are advertised in the school newsletter. Improved attendance is celebrated.	Staff meetings

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)
School scope and sequence for the teaching of the local Indigenous language was developed and implemented.	Nil

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)
Due to Covid-19 the students were unable to participate in extra-curricular activities.	Nil

Process 4: Parent Engagement

Evaluate and implement effective strategies from Community Engagement documents.

Evaluation	Funds Expended (Resources)
Due to Covid-19 the parents were unable to participate in events at schools. Teachers continued to share student learning via Seesaw and communicate with parents via Class Dojo.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$1 571.00)	All students participated in weekly Bpangerang language lessons. The teachers continued to develop their knowledge of Aboriginal history and culture through professional learning.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$11 809.00)	Extra SLSO time was used to cater for the individual needs of students including fine and gross motor skills and living skills.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$10 938.00)	Teachers were provided time to update PLAN2 data and use data to inform teaching.
Socio-economic background	Funding Sources: • Socio-economic background (\$23 395.00)	<p>A non-refundable deposit was paid for a cancelled excursion due to Covid-19. It will be used in 2022.</p> <p>The Bluearth program continued to develop the SEL of students.</p> <p>Staff participated in professional learning including effective reading, THRASs and SMART Spelling, improving the teaching of Mathematics</p> <p>Technology in the classroom was updated.</p> <p>Students in years 3-6 participated in swimming stroke correction.</p> <p>School subsidised the bus for Zone swimming carnival.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	23	19	22	25
Girls	31	33	37	41

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93	89.6	93.9	86.6
1	98.9	91.7	91.3	87.7
2	88.5	94.2	92.3	92.5
3	92.4	93.8	95.6	87.4
4	93.5	83.5	97.8	83.5
5	94.2	89	90.9	92.8
6	92.9	95.2	66.7	86.9
All Years	92.7	90.7	92.7	88.6
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)	2.39
Literacy and Numeracy Intervention	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, 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	-6,620
Revenue	886,470
Appropriation	859,268
Sale of Goods and Services	2,726
Grants and contributions	24,470
Investment income	6
Expenses	-874,706
Employee related	-788,037
Operating expenses	-86,670
Surplus / deficit for the year	11,764
Closing Balance	5,144

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	34,848
Equity Total	58,651
Equity - Aboriginal	1,571
Equity - Socio-economic	23,395
Equity - Language	0
Equity - Disability	33,686
Base Total	689,127
Base - Per Capita	14,190
Base - Location	11,588
Base - Other	663,349
Other Total	52,526
Grand Total	835,153

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

Students and parents participated in the Tell Them from me survey

- 75% of students have positive relationships at school.
- 69% of students have a positive sense of belonging
- 100% of students value schooling outcomes
- 76% of students are interested and motivated
- 94% of students believe they receive quality instruction
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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.

All students participate in Bpangerang language lessons.

All students participated in NAIDOC Week and Reconciliation Day activities.

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.