

2021 Annual Report

Mudgee Public School



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Introduction

The Annual Report for 2021 is provided to the community of Mudgee 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 Strategic Improvement 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

At Mudgee Public School we are confident, engaged lifelong learners.

We are committed to providing a quality and equitable education.

Everyone belongs and is valued. Every student succeeds and thrives

School context

Mudgee Public School has an enrolment of approximately 650 students and a proud tradition of providing quality public education since 1855. Currently, there are 24 mainstream classes, and 6 support classes for students with a variety of additional needs. The school serves a diverse rural community with a large range of SES. We have an Aboriginal population of approximately 13% and are building a strong relationship with the Mudgee AECG. The school is an integral member of the Cudgegong Learning Community.

The school focuses on providing a rounded education with a strong focus on curriculum differentiation, wellbeing, learning and support. Extra-curricular opportunities in Creative and Performing Arts, Sport and Leadership, enable our students to excel through a range of different experiences.

The whole school community, including staff, students, parents and the AECG were consulted during the Situational Analysis and following Strategic Improvement Plan processes. These processes along with the External Validation in 2020 have identified areas for improvement in three broad areas: Student growth and attainment in Literacy and Numeracy; Inclusive and Equitable education; Collaborative and Continuous Improvement.

Student Growth and Attainment in Literacy and Numeracy will be achieved through the development of teacher informed practices including consistent assessment, data collection and use, success criteria and learning intentions to deliver quality differentiated instruction. NAPLAN analysis, Check In Assessment results and internal data highlighted the need for improvement in Numeracy, Reading and Writing. Instructional leaders on each stage and professional learning around best practice in these domains will be used to upskill teachers and achieve system negotiated and school targets. The Literacy and Numeracy focus groups and External Validation collectively identified the need for consistent explicit teaching, collection and use of data and assessments across K-6.

Mudgee Public School has an existing culture of inclusive and equitable education. This can be further enhanced through new wellbeing initiatives. The Situational Analysis and External validation process highlighted that we excel in this area although there is a need for evaluative practices to measure the impact and effectiveness of our programs. The Forge Wellbeing program will be rolled out across the school to gather wellbeing data, beginning with Stage 3. Parents as Partners in Learning and improved parental communication processes will further enhance an inclusive and equitable education for the whole school community. To also ensure Mudgee Public School is culturally safe and aware, an Aboriginal Education focus will be a priority. Through the forming of an Aboriginal Education committee and ongoing relationship building with the local AECG and Wiradjuri peoples all students and staff will have the opportunity to build their knowledge and experiences in this area. Transitions and integration across the school will continue to improve. Through these initiatives all students will achieve a greater sense of belonging.

High expectations and ongoing improvement are priority values at Mudgee Public School. Collaborative and Continuous Improvement. Teachers currently work collaboratively in a variety of teams to maximize quality teaching and learning, this was highlighted in the Situational Analysis as a strength but will continue to be further developed. The Teacher Leaders program initiative will upskill identified teachers through professional learning and mentoring and offer opportunities to take on further responsibility within the school. Executive staff will be given the role of Instructional Leaders to improve classroom practice. Involvement in the Social Ventures program will be an area for partnerships and connections to be developed where teachers will work collaboratively with like schools around Australia.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Every student shows growth every year through research informed and data driven, high quality teaching and learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence-Informed Teaching of Literacy and Numeracy
- School-wide Assessment and Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$40,000.00

Aboriginal background: \$24,000.00

Low level adjustment for disability: \$155,000.00

Literacy and numeracy: \$16,500.00

Literacy and numeracy intervention: \$18,869.00

Socio-economic background: \$100,000.00

Summary of progress

High Impact Professional Learning in Effective Reading, Vocabulary, Differentiation, Assessment and Numeracy has been a focus for staff in 2021.

Teacher Learning Communities (TLCs) were formed in the second semester of 2021 to deliver content around Assessment for Learning, including Learning Intentions, Success Criteria and Formative Assessment. Aspiring Leaders were encouraged to lead these multi stage groups to build their capacity as future leaders. The workshops have a set agenda to follow, an action plan for implementation of learning and a time for reflection/ evaluation. The leaders are supported by the DP to deliver evidence based content from the work and research of Dylan Wiliam, John Hattie and others. Three workshops covering Learning Intentions, Success Criteria and Formative Assessment strategies have successfully been completed. Staff have reported that the TLCs have been beneficial, especially valued was the time to collaborate across stages and increase understanding and use of formative assessment. Teachers are more confident to use Learning Intentions and Success Criteria, however, the majority of staff are only embedding it in their practice sometimes. The Aspiring Leaders have all reported the increase in their confidence to lead colleagues. The TLCs will continue in 2022 with the same or similar model, with further professional learning of this content.

All teachers and Covid ILSP staff have trained in IFSR to effectively collect data to identify teaching and learning needs of students in Numeracy. Our data shows consistent strengths and weaknesses in Literacy and Numeracy across years 3 to 6, both in NAPLAN and Check In Assessments. The greatest areas for improvement continue to be in the Numeracy area, particularly number sense, additive and multiplicative strategies. Emphasis has been in the area of Quantifying Number in 2021. Assessment data was recorded by the majority of teachers on Plan 2, showing an increase in confidence to use Plan 2, however, the staff survey showed more professional learning is needed in 2022 to build capacity to analyse this data and inform teaching. LST and Covid ISLP teachers used this data to provide support to focus groups. End of year data showed some improvement in Number, however, the focus will continue in this area and emphasis on Additive Strategies will be a target for 2022 across K-6. The Introduction of APCIs in our school in 2022 will support the professional learning around using the Progressions and Plan 2 data to improve teacher confidence and use.

Reading continues to be an area for improvement, particularly Comprehension and Vocabulary with Covid interruptions having a great impact on results.

Early years teachers have become more confident implementing Effective Reading practices into Kindergarten. Further resources have been purchased and distributed. This focus will expand into Year 1 and 2, in 2022.

Differentiation professional learning was delivered to the whole staff. Staff Snapshot surveys at the end of the year displayed an increase in confidence to differentiate with 92% of teachers confident or extremely confident to differentiate, most consistently in the Literacy and Numeracy areas. A stage focus in differentiation will continue in 2022 with Assistant Principals monitoring and working with teachers to ensure all teaching content is effective and appropriate for all students.

The Instructional Leadership roles have had mixed success. The APs and DPS reported that little professional learning was available to support them in these roles and found time and other expectations impeded the success of this

program. The introduction of APCIs to our school in 2022 will build the capacity of APs and teachers to deliver evidence based teaching in Numeracy and Literacy, including the Progressions and improve student outcomes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improvement in the percentage of students in Years 3 and 5 achieving in the top 2 bands by 4% in NAPLAN Reading.</p> <p>Improvement in the percentage of students in Years 3 and 5 achieving in the top 2 bands by 4% in NAPLAN Numeracy.</p>	<p>Slight decrease in the percentage of students in the top 2 bands from Year 3 Reading 2019 - 44.74 % to 2021 Reading of 43.53% and in 2019 Numeracy from 25.64% - 2021 Numeracy of 19%.</p> <p>2019 Year 5 Reading 36.73% - 2021 Reading of 33.78% and in 2019 Numeracy from 22.11% - 2021 Numeracy of 20.83%</p> <p>Actual Score for NAPLAN Reading in 2019 was 39.04% and decreased slightly in 2021 to 36.69%.</p> <p>Actual Score for NAPLAN Numeracy in 2019 was 22.28% and decreased slightly in 2021 was 18.29%.</p> <p>Covid Learning Support groups were targeted to support improved outcomes in Reading and Numeracy across Y1-Y6. LST small groups were targeted to improve students in the top 2 bands in Reading and Numeracy.</p> <p>The executive met with Learning Teaching and Leading Coordinator from the Teaching Quality and Impact Directorate, to analyse all the data above and design an action plan for 2022 moving forward. A focus on Additive Strategies will be a focus in 2022 and beyond.</p> <p>The introduction of APCIs to our school will build the capacity of teachers to deliver evidence based teaching in Numeracy and Literacy and improve results in the above focus areas.</p>
<p>Increase the percentage of Aboriginal students in the top three bands in reading by 5% and in Numeracy by 3%.</p>	<p>Aboriginal students in the top 3 bands in Year 3 Reading decreased from 64% in 2019 to 31% in 2021. In Numeracy, Aboriginal students in the top 3 bands decreased from 53% in 2019 to 46% in 2021.</p> <p>Aboriginal students in the top 3 bands in Year 5 Reading decreased from 62% in 2019 to 54% in 2022. In Numeracy, Aboriginal students in the top 3 bands decreased from 75% in 2019 to 45% in 2021.</p> <p>Whilst there seems to be a large decline in results, it is important to note that our 2019 scores for Aboriginal students in the Top 3 bands were of a record high, and no other year has been near this. 2021 data sits comparatively with years prior to 2019.</p> <p>Over 50% of Aboriginal students received support in Reading and Numeracy in the form of small groups or one on one. A more culturally aware and inclusive PLP template was designed for use in 2021 which supported students and carers to take a greater role in their learning goals. 56% of staff felt had been effective in improving student outcomes.</p>
<p>Increase in the percentage of expected students achieving growth in Reading by 2%. Increase in number of students achieving expected growth in Numeracy by 2%.</p>	<p>Expected Growth in Reading exceeded our expectations of a 2% increase from 57.32% in 2019 to 61.9% in 2021.</p> <p>Expected growth in Numeracy also exceeded our expectations of a 2% increase with 50.63% in 2019 to 53.23% in 2021.</p>
<p>Learning Intentions and Success Criteria are incorporated in 80% of classrooms in Numeracy</p> <p>Staff demonstrate an understanding of different types of assessment (as, of</p>	<p>Teaching Learning Communities (TLCs) began in Term 3 focusing on building teacher capacity in Assessment for Learning. Aspiring Leaders lead communities in content based around formative assessment and Learning Intentions and Success Criteria. Survey data reported 90% of staff found the TLCs beneficial and 78% were using Learning Intentions in their classrooms. 58% felt confident to use Learning Intentions and 50% felt</p>

and for learning) and begin to incorporate into classroom practice.	confident to use Success Criteria. These confidence levels informed a need for further learning in these areas in 2022.
<p>70% of staff display confidence and competence to:</p> <ul style="list-style-type: none"> - Implement evidence-informed teaching practices - use the progressions and data to inform practice - provide high quality-differentiated learning experiences <p>Instructional Leadership model is embedded into Stage leadership</p>	<p>46% of Staff felt confident using the Literacy and Numeracy progressions. More professional learning for teachers is needed in recording data on Plan 2 and using the Progressions to analyse student achievement and inform teaching and learning. Other forms of Assessment data has helped to inform teaching but further development in this area is needed.</p>

Strategic Direction 2: Inclusive and Equitable Education

Purpose

Support students to have equitable access to their education in order to connect, succeed and thrive in a safe, respectful, culturally aware and inclusive environment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Aboriginal Education
- Parent and community engagement
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$115,500.00

Socio-economic background: \$32,000.00

Low level adjustment for disability: \$105,000.00

Summary of progress

Whilst we made many positive steps in this area in 2021; a lot of progress was stalled due to Learning from home, as the majority of initiatives talk about partners in learning and attendance. We made really pleasing progress in Aboriginal Education, through our Personalised Learning Pathways and the process to collaborate with our Aboriginal community. There is a lot of work in Aboriginal Education that is to be carried into 2022, including the whole school cultural excursion to Munna Reserve which builds from whole staff Professional Learning.

Attendance processes have been improved with a structured whole school triage system. Process for monitoring student attendance from a classroom level has been simplified, and in Term 3, we began to look at ways to monitor students just above and just below 90% attendance. Progress with this initiative was obviously stalled with learning from home, and then high absence rates due to COVID guidelines in Term 4.

Forge wellbeing data was collected in Terms 1 and 2 to monitor students well-being and give valuable data to teachers. We used this upon return to school in Term 4, but due to the busy nature of the term returning to school, it was difficult to find time to evaluate this data.

There were big plans with parents as partners in learning, with aspiring leaders planning parent workshops for Semester 2 but these weren't able to go ahead due to restrictions. What was pleasing was the collaboration between school and home during learning from home, as well as an increase in home-school communication. The parents worked with the school to provide tips and tools to support learning from home, so whilst this initiative didn't take place as planned, we made unexpected progress in a different way. Weekly Home-School communication was revised with the use of Schoolzine as a fortnightly digital platform for the School Newsletter. This has had very positive feedback from parents and has proven to be a reliable and effective platform for communicating through Covid and beyond. Alternating fortnights, the principal has uploaded a personal verbal video communicating School news to parents and staff. This has been a very popular form of communication with feedback suggesting this helps communicate effectively with families who don't engage with written communication.

The role of the Community Liaison Officer (CLO) diversified during learning from home. The CLO became a great support for our vulnerable families. Weekly calls to families and offers of support were channeled through the CLO onto Staff where necessary. Food Hampers were distributed to the at risk families and very positive connections were built as a result of this interaction. This role will continue into 2022 and one aim will be to target new and vulnerable families and their connections with our school. The shift in this role from a "communicator" to a "liaison" will only strengthen our goal to have parents as more active partners in learning.

The Fathering Project was unable to go ahead due to Covid restrictions, however, coordinators within our school were nominated and the Project will begin in 2022 to engage more fathers in their children's education.

Transition programs were again very successful, despite the need for changes due to Covid restrictions. The Year 6 transition to Mudgee High School was changed to allow smaller groups to attend more often over a 4 week period. Class groups were accompanied by a teacher and visited a variety of classes at the high school including Visual Arts, Agriculture, Japanese, Science and PDHPE. The students' feedback was very positive, with many students verbalising their enjoyment and positive connection made with the high school and teachers. The Kindergarten transition program

continues to flourish from year to year. Almost all Kinder students attended both Jolly Gym and Mudgee Beginners making beneficial relationships with their teachers and other peers.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the proportion of students attending school more than 90% of the time.	The proportion of students attending more than 90% of the time was 67% in 2021. This was down on 2020 at 71% but slightly up on 2019 at 65.8%.
The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at school increases by 2% compared to 2020 data	Advocacy at school had a positive increase of 6%; Expectations for success had a positive increase of 3%; and Sense of Belonging had a positive increase of 1%. Whilst we only experience a 1% increase in sense of belonging, state data trended down from 2020, and we were 5% above state and 4% above SSSG; compared to 2020, where we were on par with State and SSSG.
Forge Wellbeing is used to evaluate the overall wellbeing of students receiving mentoring and Tier 3 interventions	In 2021, all students receiving LST wellbeing interventions participated in the forge wellbeing survey, giving reflective data to LST and classroom teachers.
60% of students surveyed on Forge Wellbeing's wellness report, score at or above 80%	In 2021, 71% of students who engaged in the Forge wellbeing survey score above 80%
Parents are active participants "Parents as Partners in Learning" Workshops	These activities did not go ahead as planned in 2021 due to restrictions at school
50% of Aboriginal and Torres Strait Islander parents are engaged with their child's Personalised Learning Pathway	100% of students completed a PLP with approximately 70% actively engaging in the process through the Yarn and Cuppa afternoon Due to learning from home and restrictions with parents, there was no formal review of the PLPs, however all PLPs were completed and passed on as part of handover to 2022 teacher.

Strategic Direction 3: Collaborative and Continuous Improvement

Purpose

To develop and strengthen our school culture through building leadership capacity in staff and students and embedding collaborative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Staff Capacity
- Collaborative Practice
- Evaluative Processes and Strategic Planning

Resources allocated to this strategic direction

QTSS release: \$118,000.00

Low level adjustment for disability: \$15,000.00

Summary of progress

The Teacher Leadership Development has been a successful program at MPS. Six aspiring leaders volunteered for the roles of Teacher Leaders for the Teacher Learning Communities (TLCs). These leaders were supported to lead and deliver targeted professional learning to the teaching staff in cross stage groupings. The TLCs were delivered, with very positive feedback, four times in Semester 2. These leaders have been supported by Executive staff in a controlled environment. Each of the leaders reported self growth and confidence in leading small groups.

Through the implementation of TLCs and the Aspiring Leaders Program, collaborative practice has seen a huge whole school improvement. 72% of staff have reported feeling more confident to engage in collaborative practices across the whole school and 88% a more confident to collaborate within their stage to improve and enhance teaching and learning experiences.

Most of these Aspiring Leaders participated in the Middle Leaders Development Program, organised through the Cudgegong Learning Community (CLC). The Teacher Leaders were able to identify specific skills and qualities to use as a focus for discussion and improvement. Each teacher leader then took on an initiative for an area of improvement in the school, including: Parents As Partners and School Community Communication. Covid interruptions did vary the success of these initiatives, therefore, some have been planned to continue into 2022.

CLC Aspiring Leaders Primary Network was an initiative of this program that did not come to fruition but is planned for 2022, enabling the aspiring leaders to be more interactive with the CLC and take on leadership roles of activities planned for this network.

The school leadership team have successfully and strategically prioritised the professional learning of all staff based around student and teacher learning needs. Although in the early stages, the TLCs program has enabled several priorities to be en-captured in one program. The identified student need for improvement in Numeracy has been focused on through the delivery of Visible Learning and Assessment for Learning content in the TLCs. Student performance in Numeracy is expected to show improvement in 2022 and beyond as these practices are built upon and continued across the school.

Connections are being established inter and intra state with schools through the Social Ventures Australia (SVA) Program. These schools have similar directions and goals to Mudjee PS providing valuable connections, knowledge, ideas and resources to achieve our 3 year Project Action Plan: Venturing Into Assessment.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
70% of staff display confidence and competence in engaging in effective	As mentioned above, 72% of staff have reported feeling more confident to engage in collaborative practices across the whole school and 88% a more

<p>collaborative practice within the school.</p> <p>The Leadership team engage in collaborative activities with other schools and leaders to enhance school planning and implementation</p>	<p>confident to collaborate within their stage to improve and enhance teaching and learning experiences.</p>
<p>Identified Leaders and Teacher Leaders engage in Coaching and Mentoring training and those practices are embedded in Executive Professional Learning and Development Conversations.</p>	<p>All aspiring leaders were assigned a mentor and time was given for aspiring leaders to be coached and mentored by this person on a weekly basis. Moving forward, there is an opportunity for professional learning for executive staff, and aspiring executive in Growth coaching to sustain this culture</p>
<p>Baseline data collected in the High-Impact Professional Learning Self-Assessment Tool suggest the school is delivering across all elements.</p>	<p>Across the 5 domains of the High Impact professional Learning</p> <ol style="list-style-type: none"> 1. Professional learning is driven by identified student needs - Delivering. Area for development in this domain would be to establish processes and routines to utilise current classroom based formative and summative assessments of student progress to inform professional learning. 2. School leadership teams enable professional learning - Delivering. An area for development in this domain would be focusing on the leadership team to support collaborative development of school professional learning planning and prioritisation based on identified student and teacher learning needs. this could therefore ensure there is a clear link between the professional learning priorities of teachers, the Strategic Improvement Plan and student learning needs. 3. Collaborative and applied professional learning strengthens teaching practice - Sustaining and Growing. There is a culture of collaboration, knowledge and expertise sharing within the school. New knowledge and skills, gained through professional learning, are shared and applied to strengthen classroom practice. This has been evident in our Teacher Learning Communities Professional Learning. Opportunities exist to work with other schools to develop a cross-school approach to sharing expert teachers, aligned to student and teacher learning needs. 4. Professional learning is continuous and coherent - Delivering. As a school, we map teacher Performance and Development Plan goals against the school's strategic improvement priorities and plan professional learning which maximises support for both. An opportunity for development would be to support teaching staff to develop in areas of learning most critical to their classroom practice, aligned with their identified professional development goals, and supported by evidence of learning. 5. Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement - Delivering. Area for development would be to support teaching staff to select and collect a range of relevant evidence about student progress, which aligns to the focus of ongoing professional learning, so they can consistently see the links with improvement.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$12,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Mudjee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: The new arrivals program is combined with the ESL program. As per ESL: ESL students made good progress over the course of 2021, demonstrating improvement in their literacy and numeracy skills.</p> <p>The school was able to receive a staffing allocation to support several newly arrived students and as a result the ESL teacher attended one day a week during the year, supporting the students in the classroom as well as assisting the teachers with programming and adapting lessons and activities suitable for each student.</p> <p>After evaluation, the next steps to support our students with this funding will be: Depending if we get funding next year, the recommendation is the same model of support</p>
<p>Integration funding support</p> <p>\$82,347.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mudjee Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of various strategies <p>The allocation of this funding has resulted in: students with specific requirements receiving personalised assistance to cater for their learning and wellbeing needs. Teachers were able to develop and implement Individual Education Plans that were delivered in conjunction with Student Learning Support Officers (SLSOs).</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 SLSOs will continue to work alongside classroom teachers to deliver individualised learning plan goals to identified students using this successful model.</p>
<p>Socio-economic background</p> <p>\$419,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mudjee Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Socio-economic background</p> <p>\$419,500.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Parent and community engagement • Evidence-Informed Teaching of Literacy and Numeracy • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Student Intervention programs to support identified students with additional needs • professional development of staff through Student Intervention programs to support student learning • employment of additional staff to support Student Intervention program implementation. • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Increased staff for multiple purposes across the school including classroom teaching positions, administrative positions and external providers for both learning support and wellbeing programs. This funding has also been used to improve school culture and wellbeing through the purchasing of curriculum resources, improvement of learning spaces and the upgrading and maintenance of school grounds.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of the second deputy principal is also highly recommended. We will look to expand our wellbeing programs and interventions to support all students, as per initiatives in Strategic Directions</p>
<p>Aboriginal background</p> <p>\$139,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mudgee Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Informed Teaching of Literacy and Numeracy • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans • whole staff professional learning • engaging in whole school localised in relation to connecting to country <p>The allocation of this funding has resulted in: 100% of students completed a PLP with approximately 70% actively engaging in the process through the Yarn and Cuppa afternoon Procuring additional resources to support Aboriginal education. Planning for NAIDOC week as an integral celebration within the school calendar. Professional Learning for all staff in attempts to become a more culturally safe school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Aboriginal background</p> <p>\$139,500.00</p>	<p>Attending the whole school lessons/excursion at Munna Reserve in relation to "Heal Country"</p> <p>Long Term Goals in the 2022 Aboriginal Education Plan are: GOAL 1: Provide best possible educational opportunities for all Indigenous Students</p> <p>Goal 2: Educate school community (students, staff, parents, etc.) about Aboriginal culture, history and hardships to stop us (society) making the same mistakes again</p> <p>Short Term Plan / Goals in the 2022 Aboriginal Education Action Plan are:</p> <ol style="list-style-type: none"> 1. Form a Committee with passionate people 2. Engage with AECG and Aboriginal Community: Ask + Listen 3. Continue with Yarn and Cuppa Afternoon 4. Genuine Review of Aboriginal Education Plan for 2022 5. Provide Professional Learning for all Staff in consultation with local AECG, and in conjunction with community of schools 6. 100% of Students have a PLP that has genuine stakeholder engagement and review process. 7. Newsletter Piece from Aboriginal Student or work / initiative
<p>English language proficiency</p> <p>\$4,510.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mudgee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: ESL students made good progress over the course of 2021, demonstrating improvement in their literacy and numeracy skills.</p> <p>The school was able to receive a staffing allocation to support several newly arrived students and as a result the ESL teacher attended one day a week during the year, supporting the students in the classroom as well as assisting the teachers with programming and adapting lessons and activities suitable for each student.</p> <p>After evaluation, the next steps to support our students with this funding will be: Re-assessing each student's level of need and developing appropriate learning plans with teachers for the students</p>
<p>Low level adjustment for disability</p> <p>\$275,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mudgee Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Informed Teaching of Literacy and Numeracy • Wellbeing • School-wide Assessment and Data Driven Practices • Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build

<p>Low level adjustment for disability</p> <p>\$275,000.00</p>	<p>capability in meeting the literacy needs of identified students</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based interventions to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: Increased support for students with learning differences, including small group and one to one lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide ongoing specialist support for students individually and in small groups who require additional support.</p>
<p>Location</p> <p>\$19,178.00</p>	<p>The location funding allocation is provided to Mudgee Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Equitable education opportunities for all students</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to ensure students have equitable access to all learning opportunities including subsidising excursions and increased technological resources.</p>
<p>Literacy and numeracy</p> <p>\$110,679.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mudgee Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Informed Teaching of Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff in professional learning <p>The allocation of this funding has resulted in: Additional support for all students in literacy and numeracy. Purchasing of additional readers, including decodable readers K-2; as well as concrete mathematical resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to source and purchase classroom teaching resources that</p>

<p>Literacy and numeracy</p> <p>\$110,679.00</p>	<p>support the ongoing development of literacy and numeracy skills to support further progress towards the Premier's Targets by 2024.</p>
<p>QTSS release</p> <p>\$118,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mudgee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Staff Capacity • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>The use of "Power Hour" (an extra hour of release) for all teachers to implement their Performance and Development Plans, as well as support the implementation of school expected initiatives e.g. data collection, online PL, observations, action plans from Teachers Learning Community sessions, etc.</p> <p>Furthermore, a second Deputy was employed to support teaching and learning across the school and also support welfare and wellbeing. Leadership portfolios have enabled support across many areas including further support in QTSS; however, this is also funded across other initiatives and equity loading as well.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of Power Hour to link with school wide professional learning focus areas to ensure it is consistent with HIPL practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$18,869.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mudgee Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Informed Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>All students K-2 identified as requiring additional support have received some form of intervention.</p> <p>Expected Growth in Reading exceeded our expectations of a 2% increase from 57.32% in 2019 to 61.9% in 2021.</p>

<p>Literacy and numeracy intervention</p> <p>\$18,869.00</p>	<p>Expected growth in Numeracy also exceeded our expectations of a 2% increase with 50.63% in 2019 to 53.23% in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue targeted interventions for students who require additional support through programs such as Minilit, Multilit and Quicksmart numeracy.</p> <p>The introduction of APCIs to our school will build the capacity of teachers to deliver evidence based teaching in Numeracy and Literacy and improve results in school identified focus areas, such as Additive Strategies and assessment.</p>
<p>COVID ILSP</p> <p>\$363,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: students demonstrating increased skills and confidence in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will start the year with all staff on a temporary engagement to ensure consistency in the program. We will embed COVID-ILSP into our existing Learning support structures to enable more purposeful intervention. This means Covid ILSP and learning support teachers are assigned to a particular stage/section of the school. Will continue to have a Deputy Principal overseeing the program, however, the APCI in each section of the school should work with the APs to evaluate data, and assign intervention to all students. The APCIs will allso now able to lead the teachers by discuss intervention and effective practice which has streamlined data collection process.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	370	359	359	345
Girls	323	318	311	302

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.6	92.8	93.4	91.2
1	92.6	91.4	91.9	91
2	95.1	93.8	92.1	90.1
3	93.1	93.8	95	90.6
4	94.5	92.6	92.8	90.2
5	92.2	93.8	91.3	90.1
6	93.4	93	92.5	88.9
All Years	93.4	93.1	92.8	90.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	28.98
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	10.46
Other Positions	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,101,261
Revenue	8,017,551
Appropriation	7,851,152
Sale of Goods and Services	6,314
Grants and contributions	148,810
Investment income	276
Other revenue	11,000
Expenses	-7,829,231
Employee related	-7,024,099
Operating expenses	-805,132
Surplus / deficit for the year	188,320
Closing Balance	1,289,581

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.

	2021 SBAR Adjustments (\$)
Targeted Total	64,295
Equity Total	885,597
Equity - Aboriginal	139,741
Equity - Socio-economic	465,778
Equity - Language	4,510
Equity - Disability	275,568
Base Total	5,642,232
Base - Per Capita	175,342
Base - Location	19,178
Base - Other	5,447,711
Other Total	655,913
Grand Total	7,248,038

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.

Parent/caregiver, student, teacher satisfaction

The school conducted the Tell Them from Me surveys for students, staff and parents/carers and these provided valuable feedback on the school and ways students, staff and parents/carers engage.

Student Survey

In the student survey areas of strength included:

- Whilst there was a decline in State and SSG from 2020 - 2021 in the areas of advocacy, sense of belonging and expectations of success, our school improved in all areas, and exceeded these averages.
- Students are clear about the school rules.
- Students know where to find help if there are problems presenting

Opportunities for development in this domain include:

- How we make anti-bullying something that is embedded into our school, rather than big one off events such as the National Day of Action Against Bullying and Violence. There are opportunities to embed these messages into our PBL expectations of the week, which would result in regular explicit teaching.

Parent Survey

In the parent survey, the following results were evident:

- Parents felt they could speak easily with their children's teacher.
- Communication to parents/community is good - although we still need to Follow-up/communication with victims (both students and parents) to ensure they know we are following procedures with the student involved.
- The office staff are friendly and helpful.

Opportunities for development in this domain include:

- Giving more feedback to parents on how incidents have been resolved

Staff Survey

In the staff survey the following results were evident:

- Staff valued parent involvement and they indicate a strong commitment to working with parents to help solve problems interfering with their child's progress
- There is an inclusive school culture and staff feel that there is a whole school commitment to supporting students with additional learning needs.
- Staff highly value collaboration with one another, particularly to discuss strategies to increase student engagement.

Opportunities for development in this domain include:

- School leaders can make more opportunities to observe teachers and give appropriate feedback.

The Staff also complete a staff snapshot survey, mainly in relation to mapping confidence and ability to carry out areas of the strategic improvement plan. Pleasing findings included:

- A large percentage of staff feel confident to give effective feedback to students
- We have a strong sense of collaboration
- Our classroom teachers feel confident to manage their own class' student wellbeing and behaviour
- The Teacher Learning Community (TLC) model has worked well, and has allowed more people to have a voice and share

An area for that could increase teacher satisfaction from this survey would be to have more opportunities for stage planning; however, we acknowledge this significantly difficult with limited casual teacher availability.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.