

2021 Annual Report

Mulbring Public School



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Introduction

The Annual Report for 2021 is provided to the community of Mulbring 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

Mulbring Public School is a safe, respectful, responsible team of learners, who are excited and engaged in learning. Happy, friendly and cooperative students, with staff and community members working together in an environment focusing on positive relationships, collaboration and the building of skills for students to be critical and creative thinkers who become mindful global citizens.

School context

Mulbring Public School is a picturesque, rural small-school, located near Kurri-Kurri and Cessnock at the base of the Watagan Mountain Range. We are one of the oldest schools in NSW, having been established in 1849. Our total school enrolment for 2021, is 63 students, 7 of whom identify as Aboriginal. Students are grouped into three stage-based classes, a K/1, 2/3/4 and 4/5/6.

Mulbring Public School is committed to providing students rich, contemporary, inquisitive quality teaching and learning programs, within welcoming, friendly, flexible classrooms.

At Mulbring Public School, students learn to work independently and collaboratively, developing resilience, communication and technology skills essential for them to reach their full potential educationally, socially and emotionally.

Our school community benefits from being a part of the Kurri Kurri Learning Community of Schools. This provides greater professional learning networks and opportunities, leading to enhanced teaching and learning practice, and better structures for promoting positive education, enhanced wellbeing and student engagement.

We receive needs based funding based on our Family Occupation and Education Index (FOEI). The funding allocation for 2021 is based on the average of 2019 and 2020 FOEI which is 91. This Resource Allocation Model (RAM) funding allows us to employ extra staff to support student learning and purchase resources for teaching and learning.

The school has a strong focus on Student Wellbeing and implements a number of programs in relation to this including Positive Behaviour for Learning, Zones of Regulation, Mindfulness and Drumming.

There is a strong sense of connectedness among staff and there is a strong collaborative approach to teaching and learning across the school..

Our school strategic directions and elements of our school plan have been discussed with our P and C Association and the principal also met with members of our Korreil Wonnai AECG and principal from throughout the Cessnock Network to engage in a consultation process in relation to our Strategic Improvement Plans.

Our key focus areas for improvement are Literacy and Numeracy, as well as Wellbeing for all members of our school community.

In addition, our school determined future directions, identified as a result of our External Validation in 2020, are as follows;

Student Performance Measures

- For students to consistently perform at high levels on external and internal school performance measures.
- To achieve progress and achievement of equity groups within the school, equivalent to the progress and achievement of all students.

Curriculum

- To further enhance our sharing practices across our learning community to ensure our curriculum provision and teaching practices supports high expectations for student learning.
- To provide different levels of differentiation to support learning or increase challenge.

Learning and Development

- Develop and implement explicit systems for collaboration by teachers to engage in professional dialogue and classroom observation.
- Provide increased opportunities for teaching staff to share their expertise within our school and with other schools.

Reporting

- Develop reporting practices which are comprehensive, providing detailed information about student learning, next steps and improvement measures.

- Implement practices which directly and regularly engage parents to improve understanding of student learning and plans for meeting future goals.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes in literacy and numeracy for every student, staff will use data driven practices to understand and drive evidence-based teaching and learning programs which are responsive to individual student needs.

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.

- Data Skills and Use
- A Culture of Personalised and Self-Directed Learning

Resources allocated to this strategic direction

Socio-economic background: \$17,918.62

Low level adjustment for disability: \$32,994.60

Literacy and numeracy: \$5,207.70

QTSS release: \$6,913.33

Professional learning: \$5,996.72

Location: \$1,503.41

Aboriginal background: \$1,841.83

Summary of progress

In 2021, we have achieved exceptional results in NAPLAN. Our achievements in this area, this year, greatly exceed our progress measures for 2021.

In terms of data skills and use, we have worked to ensure that our teaching and learning programs are responsive to the needs of all learners. Programs show evidence of revisions based on feedback on teaching practices, and student assessment, both formative and summative. Learning Intentions and Success Criteria are an embedded practice in all learning spaces across the school, building a learning culture that enables students to create, receive feedback and achieve learning goals.

Our tracking of data continues to evolve but we have been challenged by time and COVID this year and our efforts in this area are not as comprehensive as planned. However, we have ensured that Assessment data is collected in Reading, Spelling and Numeracy on a regular and planned basis, with analysis to guide future learning. Goal setting for all students has occurred and we have completed Personalised Learning Plans as required.

Our professional learning in the use of PLAN 2 and for the tracking of data has been limited due to time constraints and COVID.

In terms of Students Self-Directed Learning, we have relied strongly on families throughout "Learning from Home". "See Saw" has helped ensure a reliable, user friendly platform for parents to engage in their child's learning, working in close partnership with the school to support learning, with access to student work and achievements.

Where to next:

- Professional learning on use of Literacy and Numeracy progressions to personalise learning and understanding, working closely with our AP, Curriculum and Instruction.
- Teachers to increase their use of PLAN 2 and Literacy and Numeracy Progressions to monitor and track student achievement, with timetabled support.
- All students to be able to articulate their Literacy and Numeracy goals.
- Embed and use professional learning models such as "Learning Walks" and "Teaching Sprints" to build teacher capabilities and collective pedagogical practice, particularly in the areas of comprehension, vocabulary and processes and additive strategies.
- Review and adapt practice to structure and deliver a whole-school approach to engage parents in learning;
- Audit current practice to assess what is working well and what is not, including student reports, parent interviews including consultation with parents, carers, ensuring the voices heard represent the diversity of the community

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
<ul style="list-style-type: none"> • Increase the percentage of Year 3 and 5 students achieving the top two bands of NAPLAN to be above a school baseline of 20% in Reading and Numeracy in 2019. • Increased representation of Aboriginal students achieving top 3 NAPLAN bands in Reading and Numeracy. 	<ul style="list-style-type: none"> • NAPLAN scores indicate a significant increase in the percentage of students in the top two skill bands for reading- 59.09% and also a significant increase in the percentage of students in the top two bands for numeracy- 45.45%. We are exceeding system-set targets with a total of 52.27% Year 3 and Year 5 students are achieving in the Top Two Bands in Reading and Numeracy. • 66% of Aboriginal students have achieved results in the top 3 NAPLAN bands in Reading and Numeracy, indicating increased representation of Aboriginal students achieving in the top 3 NAPLAN bands.
<ul style="list-style-type: none"> • Value Added is trending towards Delivering for Years K-3, and maintained at Delivering for Years 3-5 and Sustaining and Growing in Years 5-7. 	<p>Value Added is the measure which shows the growth of student scores between each pair of assessment years. SCOUT does not provide Value Added for K-3, 2021, due to changes in the Best Start Kindergarten assessment. However, in 2021, the Value Added across Years 3-5 is Sustaining and Growing. and Years 5-7 is also Sustaining and Growing. This demonstrates growth for Years 3-5, from delivering to Sustaining and Growing, which is above the average value added for all schools across the state.</p>
<ul style="list-style-type: none"> • 80% of students meet or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data, and syllabus indicators. 	<p>Best Start" for Kindergarten was completed online throughout Term 1. Phonemic Awareness testing for Year 1 was also completed online and plotted in PLAN 2. Progressions were utilised to determine "where to next" for students in different areas of learning. They were also utilised to build "Learning Intentions" and "Success Criteria" alongside syllabus documents.</p> <p>Learning Progressions were also used extensively to target individual needs in both Literacy and Numeracy and track progress during COVID Learning Support.</p> <p>We will continue to build upon the use of PLAN 2 and progressions in 2022.</p> <p>Based on this data and teacher records of student progress, we have achieved our target of 80% of students achieving at or above expected growth in a year.</p>
<ul style="list-style-type: none"> • "SeeSaw" platform expanded to families for sharing of student work and progress. • Learning Intentions and Success Criteria exist in all rooms for both Literacy and Numeracy. • Teaching Sprints and Learning Walks are implemented. 	<p>Seesaw has been an invaluable tool throughout "Learning from Home" again this year. The use of Seesaw expanded across all grades, with work progress.</p> <p>Learning intentions are statements that describe what students should know, understand and be able to do by the end of a task. Success criteria are linked to learning intentions and describe what success looks like. Research by Dylan Wiliam has guided our journey. The use of Learning Intentions and Success Criteria by teachers in all classrooms for Literacy and Numeracy tasks has assisted teachers to articulate the purpose of a learning task and make judgements about the quality of student learning. It has helped students to focus on the task or activity taking place, what they are learning and also self-reflect. Learning intentions and success criteria have also been utilised in the personalisation of and self-regulation of learning for individuals and small groups., through the use of diversified learning intentions for content.</p> <p>Student voice supports the effective implementation of Learning Intentions and Success Criteria as a tool for improving student outcomes. Students feedback has included;</p> <p>"They tell us where we are at and where we can head to when we learn"</p> <p>"Gives us an accurate understanding of what we are learning about"</p> <p>"Helps us find out what we are supposed to achieve"</p>

<ul style="list-style-type: none"> • "SeeSaw" platform expanded to families for sharing of student work and progress. • Learning Intentions and Success Criteria exist in all rooms for both Literacy and Numeracy. • Teaching Sprints and Learning Walks are implemented. 	<p>"The different colours (gold, green and blue) tell us where we are and what we need to improve upon so we can extend our learning."</p> <p>This year at Mulbring PS we have continued to implement 'Seven Steps to Writing Success' to inspire and engage students through writing and use the seven steps as building blocks to improve their overall writing skills.</p> <p>Teaching Sprints have been utilised with grades, 2-6 learning about each of the seven Steps, explicitly and individually.</p> <p>This has enabled both staff and students to gain confidence and understanding, practising each element;</p> <p>Step 1: Plan for Success</p> <p>Step 2: Sizzling Starts</p> <p>Step 3: Tightening Tension</p> <p>Step 4: Dynamic Dialogue</p> <p>Step 5: Show, Don't Tell</p> <p>Step 6: Ban the Boring</p> <p>Step 7: Exciting Endings/Ending with Impact</p> <p>Teachers and students have built a common language for writing across the whole school to help students build on previous knowledge and set high expectations. When completing writing tasks students enjoy talking about planning for success, always including sizzling starts and series of events as well as ensuring they have endings with impact. Students enjoy utilising the 'Seven Steps' to showcase their understanding of structure, descriptive sentences and emotive language.</p> <p>"Sentence of the Day" Is a daily learning activity that we have implemented for years - Kinder and Year 1. It is a learning activity that focuses on building stronger, better and richer sentence construction and writing. Each week there is a focus which encompasses contents of the English syllabus - Grammar, Punctuation, Creating text and Understanding and applying Vocabulary.</p> <p>When engaging with the learning, students are developing the skill of writing details about ideas and events. They are developing and accurately spelling high frequency words and practicing their spelling rules and regular spelling patterns. They are using capitals and punctuation and developing their handwriting skills forming upper- and lower-case letters.</p> <p>Sentence of the Day has been implemented to build solid sentence construction skills to assist students in entering Year 2, as they can access this prior knowledge and apply the Seven Steps model to further develop their planning and writing skills.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>LEARNING</p> <p>Student Performance Measures</p> <p>Themes: Value-Add-Delivering</p> <p>NAPLAN-Delivering</p> <p>Curriculum</p> <p>Theme: Curriculum Provision-</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at;</p> <p>Sustaining and Growing in the element of Learning: Student Performance Measures-Value Add and NAPLAN.</p> <p>Delivering in the element of Learning-Curriculum- Curriculum Provision.</p> <p>Delivering in the element of Learning: Reporting-Parent Engagement</p> <p>Delivering in the element of Teaching: Learning and Development: Collaborative Practice and feedback.</p>

Sustaining and Growing

Reporting

Theme: Parent Engagement- Sustaining and Growing

TEACHING

Learning and Development

Theme: Collaborative Practice and Feedback- Sustaining and Growing

Increase the % of students achieving expected growth in Reading and Numeracy in NAPLAN to be trending upwards towards our lower bound target of 60%.

This year we have greatly exceeded our lower bound school target to increase the proportion of Year 5 students achieving expected growth in Reading and Numeracy NAPLAN. Our lower-bound target was 60% and we had 64% of students achieving at or above expected growth in NAPLAN Numeracy and 91% of students achieving at or above expected growth in NAPLAN Reading.

Strategic Direction 2: Wellbeing

Purpose

A whole school planned approach to wellbeing, whereby all students connect, succeed, thrive and learn.

Parents will be engaged in student learning through reporting practices, regular sharing of student work, celebrations of success and growth and opportunities to participate in practices to improve understanding of student wellbeing, learning and strategies for student growth.

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.

- Student Attendance
- Wellbeing and Engagement
- Connected Communities
- Student Leadership
- Staff Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$2,926.65

QTSS release: \$3,850.00

Professional learning: \$1,600.00

School support allocation (principal support): \$13,604.80

Aboriginal background: \$5,699.00

Summary of progress

Student attendance targets were exceeded with 73.5% of students attending school greater than or equal to 90% of the time. This was enabled by school participation in two Attendance pilot projects and strong support from our school community in valuing the importance of regular student attendance at school.

Another enabler in promoting student attendance and positive behaviours was our use of the "Ur Strong" program throughout 2021 by all teachers and classes. This program focuses on creating a culture of kindness at school with a whole-school friendship strategy that empowers students with friendship skills. Staff found it to be a very comprehensive program and it also proved to be useful for the senior class in supporting their Child Protection Unit. We will continue this program throughout 2022.

"Wingarū Kīds" was also implemented, K-6, to support and build cultural awareness., helping to meet the educational and *welfare* needs of students and their families.

Next Steps include; continuation of efforts to improve/maintain a high level of regular student attendance, a focus on positive student behaviour and overall sense of belonging and social engagement, supported by work around the DoE strategic goal that; "Every Student is Known, Valued and Cared For" and the "Well-being Framework" and "Well-being Self- Assessment Tool" to capture "student voice" around the views of students on their experiences of school and learning, and their engagement and well-being. a twice-yearly snap-shot using the student Tell Them From Me(TTFM) surveys. There will be a continuing focus on Staff Well-being and parental engagement with a strong focus on encouraging parental attendance at school events and establishment of improved processes and procedures for school reporting and parent interviews, based on community consultation.

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 the percentage of students attending >90% of the time to be above the 2020 baseline of 62.3%.	Overall our attendance rate for 2021 was 92.5% with 73.5% of students attending school greater than or equal to 90% of the time, which meets our 2021 target of increasing the percentage of students attending >90% of the time to be above the 2020 baseline of 62.3%.

<ul style="list-style-type: none"> • Increase the percentage of students attending >90% of the time to be above the 2020 baseline of 62.3%. 	<p>Our efforts in this area were strongly supported by our participation in the "Improving Attendance Pilot", as part of the Cessnock Network of schools. We followed this initiative by choosing to participate in "Pioneering Attendance SMS trial".</p>
<ul style="list-style-type: none"> • TTFM Wellbeing data (Advocacy, Belonging, Expectations of Success) increases to be at or above the 2021 NSW Government Norms.. 	<p>In Mulbring Public School, 29 students from Years 4, 5 and 6 completed the Tell Them From Me Survey which included nine measures of student engagement alongside the five drivers of student outcomes.</p> <p>TTFM Trend Data for 2021 indicates that 69% of Year 4, 5 and 6 students at Mulbring PS have a "Positive Sense of Belonging", compared to a government norm of 81%. Interestingly, 79% of students indicated participation in school sports and 83% indicated that they have positive relationships with friends, both key indicators of social engagement; they are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.</p> <p>The mean score for "Advocacy" for our school is 7.8, compared the the government mean score of 7.7.</p> <p>The mean score for "Expectations of Success" is 8.5, compared to a government norm of 8.7.</p> <p>Therefore, we did not completely meet our target to be at or above the 2021 NSW government Norms for each of these drivers of student engagement.</p>
<ul style="list-style-type: none"> • Expectations of learning and behaviour are co-developed with students, staff and community and monitored through explicit learning, behaviour and attendance plans, based on findings from the <i>Wellbeing Assessment Tool</i>. • Staff undertake professional learning in the <i>Every Student is Known Toolkit</i>, with a focus on Personalised Learning, Attendance and Relationships. 	<p>Professional learning has taken place around the "Every Student is Known" Toolkit. Our focus on personalised learning , behaviour and attendance has included participation in a Cessnock Network Attendance Pilot which was followed up with participation in "Pioneering Attendance SMS Trial". This involved daily and weekly tracking of attendance and network initiatives to focus attention on the importance of school attendance including a series of videos which will be released throughout 2022. The SMS attendance trial involved each class teacher sending a message to families regarding the type of class work that was happening each week.</p> <p>The overall result for the SMS trial throughout the state was;</p> <p>"that parents and carers had 5% higher engagement at schools that sent the messages compared to parents and carers at schools that did not send messages.</p> <p>Parents and carers were more likely to think attendance matters at schools which sent the messages compared to those that did not. This positive attitude did not lead to an increased rate of attendance in the seven week period of this test but suggests that over time the SMS may lead to increased attendance."</p> <p>In terms of personalised learning we've targeted student needs through Learning Support and COVID Intensive Learning Support in both Literacy and Numeracy throughout the year.</p> <p>In class, students have been involved in personal goal-setting, including the use of clear learning intentions by teachers and differentiated student success criteria; Going for Green- achieve outcomes and Going for Gold- achieving beyond</p> <p>Staff training in the Well-being Assessment Framework did not take place until T2, Wk5, so we re-scheduled whole staff professional learning around the Well-being Assessment Tool until Term 3 and then COVID hit. We will undertake comprehensive training and a whole-school self assessment of Well-being in Term 1, 2022.</p>
<ul style="list-style-type: none"> • Increase the number of recorded positive student behaviours and actions 	<p>Student positive behaviors, including Merit Awards, Presentation Day and external awards equaled our 2020 data for recorded positive student</p>

<p>from our baseline of 130 in 2020, by a minimum of 60%.</p>	<p>behaviours. Our target for increasing this by 60% from 2020 was not achieved, partially due to "Learning from Home" due to COVID-19 and teachers providing feedback and recognition through online platforms.</p> <p>Our Tell Them From Me Survey, Snapshot 11, 2021, indicates that 93% of students value schooling outcomes and meet the formal rules of schooling. They are considered to be 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour. Our result in this area, compares to a government norm of 83%.</p>
<p>80% of parents/carers attending school events by 2021.</p>	<p>Due to COVID , we have unfortunately not been able to hold many of our school events. Even school assemblies have been impacted.</p> <p>For events held, such as "Madame Tussauds", we had 81.4% attendance by parents. Our school ANZAC Service attracted 54.5% of parents and our whole-school Zoom meeting throughout "Learning from Home" in Term 3, 70.5 % of families were represented.</p> <p>TTFM parent survey, 2021, in Term 4, indicates a need for further, deeper consideration of parent perceptions of safety at our school, and changes to practices and procedures for parent interviews.</p> <p>Opportunities for formal phone interviews, due to COVID restrictions, were provided throughout both reporting periods with limited uptake of this option. Unfortunately, our plan to offer formal face-to-face interviews could not be offered, due to government COVID restrictions. We look forward to hopefully being able to offer these in 2022.</p>
<p>To conduct an initial audit of staff wellbeing, and work as a team to create an action plan for 2022.</p>	<p>A PERMA Audit was conducted with staff at the end of Term 4, 2021. The PERMA Model was developed by respected positive psychologist, Martin Seligman, and was widely published in his influential 2011 book, "Flourish."</p> <p>"PERMA" stands for the five essential elements that should be in place for us to experience lasting well-being. These are: Positive Emotion, Engagement, Positive Relationships, Meaning and Accomplishment/Achievement.</p> <p>The results of our survey highlighted some areas of strength such as;</p> <p>"Overall, I love my job and coming to work</p> <p>Overall, I know I am good at my job and do it well</p> <p>Overall, I feel supported by my school community</p> <p>Overall, I know I am making valuable contributions to others</p> <p>Overall, I have contributed to some great achievements in my role"</p> <p>The survey also provided some focus points for staff professional learning and support in 2022. These include; identifying and planning to use our character strengths, tracking of the good stuff either by sharing or writing about it and being more willing to ask for help if needed. All of these can strengthen individual staff members' wellbeing as well as our overall work relationships and satisfaction. Our professional learning will centre around Dr. Martin Seligman's work in Positive Psychology.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,100.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mulbring 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"> • SLSO Support- full-time- 5 days per week. <p>The allocation of this funding has resulted in: The student and class teacher being fully supported in the care of the student. The student being fully supported to realise both educational and personal achievement goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will be discontinued.</p>
<p>Socio-economic background</p> <p>\$17,918.62</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mulbring 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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Learning Support to support identified students with additional needs • professional development of staff in the use of data to support student learning <p>The allocation of this funding has resulted in: The development of a needs-based learning and support program in which staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. The allocation of this funding has resulted in an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an evidence based Literacy program, MultiLit Word Attack Skills and in-class support in Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will ensure ongoing, accurate identification of students, K-6, through the continued employment of a trained SLSO in 2022. We will continue building capacity and collaboration between teachers and SLSO in meeting the literacy and numeracy needs of identified students.</p>
<p>Aboriginal background</p> <p>\$7,540.83</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mulbring 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</p>

<p>Aboriginal background</p> <p>\$7,540.83</p>	<p>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"> • A Culture of Personalised and Self-Directed Learning • Connected Communities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Sourcing and purchase of school literacy resources- Levelled readers, embedding Aboriginal culture • Staffing release to support development and implementation of Personalised Learning Plans • Wingaru Kids, a staff professional learning and Teaching/Learning Package • Staffing release to attend Professional Learning to build cultural competency <p>The allocation of this funding has resulted in: Teachers providing tailored support for each student's learning, and to support improved learning outcomes and educational aspirations developed in partnership with Aboriginal students, their parents or carers. All plans have Included a literacy and/or numeracy component and have attempted to engage students in discussing their aspirational goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to arrange formal meetings that focus on the aspirational goals of the student will be held once a semester. to ensure that PLPs contain both short and long-term specific, measurable, achievable, realistic and time bound (SMART) goals that support students to realise their goals and life-long aspirations and record student's academic goals and aspirations in a context that takes into account the student's spiritual, emotional, social and physical health and well-being. to ensure clear articulation of learning pathways required to pursue the student's identified goals. to ensure that PLPs are easily accessible in hard copy or online to students, families and staff. that the student feels ownership of the PLP, and that it engages the student voice in the development, monitoring and review processes. ensure staff are updated and supported through professional learning and time to engage, consult and review PLPs with students and their parents.</p>
<p>Low level adjustment for disability</p> <p>\$35,921.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Mulbring 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"> • Data Skills and Use • A Culture of Personalised and Self-Directed Learning • Wellbeing and Engagement • Student Attendance • Student Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention program- MultiLit Word attack Skills and/or MultiLit Reading Tutor to improve learning outcomes. <p>The allocation of this funding has resulted in: Targeted LaST programs based on internal data, NAPLAN and Check-In Assessment data . This funding has assisted in the funding of the</p>

<p>Low level adjustment for disability</p> <p>\$35,921.25</p>	<p>employment of a School Learning Support Officer to assist in Intervention programs such as MULTILIT Word Attack Skills. Throughout 2021, 11 students were targeted for Learning Support. As a result, 3 students completed the MultiLit Word Attack Skills program and the average progress was 20 levels. Funding was also allocated to facilitate student attendance at the Grip Leadership Conference. All students in Years 5 and 6 attended as part off our philosophy that all upper primary students play an important leadership role in the school. This impacted our team positively, providing them with a clear vision, a solid understanding and dozens of ideas for their time as a leader.</p> <p>This funding also supported our school and network initiatives in school attendance, Positive Behaviour for Learning, U R strong Program, K-6, staff professional learning in the use of Learning Progressions and the ongoing use of SeeSaw for connecting learning to home.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue supplementation to employ an SLSO two days per week to assist in Learning Support programs and one day per week of Teacher staffing to oversee and support this role. We will also subscribe for another 12 months to SeeSaw, our online platform for sharing student work between home and school and the strengthening of parent involvement in student learning. This was a particularly useful tool for our school community throughout periods of "Learning from Home". in 2021.</p> <p>A proportion of this funding allocation will also be directed to provide an additional 5 days of teacher-time in the COVID ILSP initiative.</p> <p>Some of this funding will also continue to be directed towards ensuring a spotlight on school attendance, continuation of our student wellbeing program- UR Strong and attendance at GRIP Leadership Conference for our School Captains and Vice-Captains.</p>
<p>Location</p> <p>\$1,503.41</p>	<p>The location funding allocation is provided to Mulbring 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teacher release for data analysis, collaboration and observation of student learning and teaching practices. <p>The allocation of this funding has resulted in:</p> <p>Regular Data discussions (staff meetings) with all staff to analyse data, student goals and consistency of practice, K-6.</p> <p>Use of Literacy and Numeracy Hub for both teaching and learning activities and ideas, as well as student assessment tasks such as the Year 1 Phonics Screening Check and Phonological Assessment, K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This funding will be directed to student needs by arranging visiting performances/presentations, virtual excursions to support curriculum and the connection of young people, to wider, enriching educational experiences from the comfort and safety of the classroom.</p>
<p>Professional learning</p> <p>\$7,596.72</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mulbring 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"> • Data Skills and Use • Wellbeing and Engagement

<p>Professional learning</p> <p>\$7,596.72</p>	<ul style="list-style-type: none"> • A Culture of Personalised and Self-Directed Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Data analysis, collaboration, team-teaching <p>Professional learning around learning progressions, Wellbeing framework and Professional communities, including attendance by two staff members at PLC Leadership Summit. Some professional learning around the establishment of a School assessment plan was also initiated, incorporating research and analysis of DoE assessment resources on the Literacy and Numeracy Hub.</p> <p>The allocation of this funding has resulted in:</p> <p>Our efforts in professional learning have led to improved teacher knowledge, skills and practice. This is evidenced by teacher programs, lesson observations and staff surveys. It has resulted in a shifting of attitudes, behaviours, relationships and every day interactions and a positive shift in student outcomes in NAPLAN Year 3 Writing and Reading and NAPLAN Year 5 Spelling, Reading and Numeracy and Check-In Assessments Year 4 Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Funding will be allocated to support the review of Reporting and Interview practices, student wellbeing and the unpacking and implementation of the "Inclusive, Engaging and Respectful Schools package" as well as considerable allocation of professional learning funds to support our initiatives in Reading Comprehension and Additive Thinking, which will be primarily led by our AP C and I staff.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Mulbring Public School with administrative duties and reduce the administrative workload.</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"> • Connected Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Student attendance initiatives- both school-based and network based • Data collection and harvest • Staff welfare initiatives • Community engagement /communication <p>The allocation of this funding has resulted in:</p> <p>This flexible funding is provided to support schools with their administrative duties. Funds have been allocated to reduce the administrative workload of principals, enabling additional time to focus on leading teaching and learning. This has resulted in the efficient, timely data submission, including daily uploads to the Department of Education reporting on student and staff attendance, including the number of staff on-site during "Learning from Home" each day, thus helping to ensure safe work practices across the department.. The SAM has so led staff welfare initiatives, promoting teamwork and positivity throughout a challenging year. This work has greatly supported and eased the workload of the principal, as well as ensuring sufficient time allocation for the many roles of a SAM in our school. This freeing up of time has allowed the principal to focus on student achievement and staff development.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This funding will continue to be used to support the work of the principal at Mulbring Public School with administrative duties and reduce the administrative workload. Our School Administration Manager will be employed an extra two and a half hours per week. This supports both students, staff and the community and aligns with our Strategic Direction 2;</p>

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>"Connected Communities" in our current school plan.</p>
<p>Literacy and numeracy</p> <p>\$5,207.70</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mulbring 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"> • Data Skills and Use • A Culture of Personalised and Self-Directed Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy- "Seven Steps to writing" • targeted professional learning to improve literacy- "Seven Steps to Writing" <p>The allocation of this funding has resulted in:</p> <p>The online subscription to "Seven Steps to Writing" has provided on-demand access to everything staff need to learn, plan, model and teach great writing. This has included 300 simple and effective videos, activities and resources.</p> <p>Staff have been able to utilise the Narrative, Persuasive and Informative training videos to learn or refresh the Seven Steps theory and access the core resources to teach and master every Step across the various text types. Teachers and students have built a common language for writing across the whole school to help students build on previous knowledge and set high expectations. When completing writing tasks students enjoy talking about planning for success, always including sizzling starts and series of events as well as ensuring they have endings with impact.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To further extend the use of "Track your success" (built into seven steps writing package) and use of learning progressions to inform teacher-student feedback and goal setting. However, Literacy and Numeracy funding as such is now incorporated into the new Assistant Principal, Curriculum and Instruction model for all Primary schools.</p>
<p>QTSS release</p> <p>\$10,763.33</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mulbring 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"> • Data Skills and Use • Wellbeing and Engagement • A Culture of Personalised and Self-Directed Learning • Staff Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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>teaching release/team teaching for staff to implement 'Seven Steps to Writing'. data collection and analysis of "SeeSaw" to determine impact of its use in strengthening our learning partnerships with families, staff data input and analysis of learning progressions to guide teaching and learning, and work around the establishment of effective professional learning communities within our school. This funding has also been utilised to support initiatives in student and staff wellbeing, including implementation of</p>

<p>QTSS release</p> <p>\$10,763.33</p>	<p>the Wellbeing Framework and the "U R strong" program of professional learning for staff and lessons for students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This funding allocation will be allocated to continue the support for staff in the further implementation of "Seven Steps to Writing", "SeeSaw"- data analysis, and also a substantial amount of time to support staff in two key activities, primarily led by our AP C and I- Reading Comprehension and Additive Strategies, as well as towards our Strategic Direction 2: Wellbeing.</p>
<p>COVID ILSP</p> <p>\$34,416.60</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 • releasing staff to analyse school and student data to identify students for small group tuition and monitor progress of student groups <p>The allocation of this funding has resulted in:</p> <p>Clear, feedback to students, classroom teachers and parents and carers. We have implemented rigorous progress monitoring, data analysis and reflection, including detailed analysis of NAPLAN and Check in Assessments to provide the clarity to plan for the delivery of the program, including where are you now, where do you need to go and how will we get there?</p> <p>Ongoing monitoring through student assessments, observations and work samples has ensured that students are making progress. PLAN 2 has been used to record students in</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Some of the Year 6 students included in original groupings as a result of Check In Assessment Results, progressed quickly and demonstrated accurate achievement of outcomes. Therefore, they were promoted from groupings after 4 weeks and monitored closely by the COVID Intensive Learning Support Teacher and class teacher for another 6 weeks to ensure retention and further progress.</p> <p>This resulted in identification of some more students, for participation in Cycle One. The group numbers and focus areas remained the same but with a few changes in actual students.</p> <p>Students were assessed formatively throughout the teaching and learning cycle and utilising PM benchmarking to check for improved fluency, word attack skills and comprehension. Three students In Stage 1 moved one level, one student moved two levels and one student moved 6 levels in PM Benchmarking. Four students in Stage One did not demonstrate progress in terms of benchmarking, however, did show progress in terms of confidence and willingness to learn. In Stage 2, two students progressed one level in benchmarking. In Stage 3, one student moved two levels. The remaining Stage 3 students were assessed based on daily work samples and teacher observation.</p> <p>In Numeracy, work samples, anecdotal records and pre and post test data in specific concept areas formed the basis of our assessment. Teaching strategies and content were adapted and differentiated accordingly for each student's needs.</p> <p>Throughout Term 3, we had a major focus on Numeracy. 18 students in total were targeted for support. We ran six groups of students across Stages 1-3.</p>

COVID ILSP

\$34,416.60

Throughout "Learning from Home" we used Seesaw as a sharing/teaching platform as well as phone calls. 77.78% logged onto Seesaw and completed 1 or more set activities over the 5 weeks Learning from Home. 50% logged onto Seesaw and completed 3 or more activities over the 5 weeks.

Throughout the term, our Early Stage 1 students worked on basic number skills; Counting forwards and backwards to 20, number recognition, friends of 10 and simple addition. As a result, both students can now competently count forwards although backwards is more challenging. Our Stage 1 students worked on repeated addition, skip counting and Time (focusing on hours and half past), resulting in achievement of outcomes in these concept areas. Our Stage 2 students worked on skip counting (2s,5s & 20s), time (quarter to and past, to the minute), addition, inverse operations and times tables (focus on 5s and 9s). Stage 3 students worked on times tables (worked on completing under specific time), Time (quarter to and past) and BODMAS. We also ran five Literacy support groups, across Stages 1-3, targeting 16 students. 75% logged onto Seesaw and completed 1 or more set activities over the 5 weeks of "Learning from Home" and 56.25% logged onto Seesaw and completed 3 or more activities over the 5 weeks of " Learning from Home." As a result, students in Stage 1 are now more confident to "sound out" words and their number of sight words has increased. In comprehension, students began to phrase more detailed answers and students in Stages1-2 progressed levels in the "Macquarie university "Reading tutor Program". Stage 3 students worked on inferential comprehension and made some gains in this area, although more instruction and practice is required for better understanding.

Throughout Term 4. We targeted 5 groups of students across all stages: ES1-3. Five group of students were formed to address Numeracy skills and outcomes such as counting, number recognition, 2D shapes, division, times tables, addition of money, data collection and analysis, long addition and long subtraction and word problems. Stage 3 students also worked on division of a whole number by a decimal. Results for these groups/individual students greatly varied and are recorded in PLAN 2.

We also targeted Literacy, working with 4 groups of students, 14 in total, across all Stages: ES1-3. The focus areas were Spelling, "Reading Tutor Program" and the construction of complex sentences. All student results: progress towards outcomes is recorded in PLAN 2.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	23	30	37	38
Girls	22	27	25	31

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.8	91.2	95.4	91.5
1	88.4	95.6	96.3	93.6
2	94.4	91.4	97.2	91.1
3	93.7	93.6	93.7	95.4
4	89.4	92.6	95.8	93.3
5	92.9	91.9	93	92.8
6	89.5	84.2	87.3	92.9
All Years	92.7	92.1	94	93
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
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	108,367
Revenue	909,632
Appropriation	888,405
Sale of Goods and Services	727
Grants and contributions	19,667
Investment income	32
Other revenue	800
Expenses	-922,325
Employee related	-795,069
Operating expenses	-127,256
Surplus / deficit for the year	-12,693
Closing Balance	95,674

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	68,100
Equity Total	61,381
Equity - Aboriginal	7,541
Equity - Socio-economic	17,919
Equity - Language	0
Equity - Disability	35,921
Base Total	681,160
Base - Per Capita	15,284
Base - Location	1,503
Base - Other	664,373
Other Total	28,093
Grand Total	838,734

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.

We are very proud of our NAPLAN results for 2021. 52.27% of students in Years 3 and 5 scored in the Top two bands for Literacy and Numeracy. This is compared to 41.2% of students in all Department of Education Schools and 25.8% in similar school groups. We had 90.9% of students achieving at or above expected growth in reading compared to 63.45% for state and 60% for similar school groups. 63.6% of students at our school achieving at or above expected growth in numeracy compared to 57.4% for state and 51.9% for similar school groups.

Parent/caregiver, student, teacher satisfaction

This report provides results based on data from 20 respondents in this school who completed the Parent Survey- Tell Them from Me, between 16 Nov 2021 and 26 Nov 2021. The survey is based primarily on Joyce Epstein's Framework for fostering positive relationships between the school and the community. The scores from the Likert-format questions (i.e strongly agree to strongly disagree) have been converted to a 10 point scale. A score of 0 indicates strong disagreement: 10 indicates strong agreement: 5 is a neutral position (neither agree or disagree).

In the category "Two-Way communication with Parents"; our score was 7.6 for written information being provided in clear, plain language and 7.8 for being able to easily speak with teachers. In the category "Parents Support Learning at Home", our overall score was 7.7. We scored 7.8 for "My child is encouraged to do his or her best work". Some areas of interest in this category revolve around reporting on children's progress academically, socially and emotionally and these will be addressed in 2022 through consultation with parents and carers and P and C, in accordance with current DoE guidelines.

Our score for "teachers expecting children to pay attention in class" was 8.2 and "children being clear about the rules for school behaviour" was also 8.2.

In terms of "Safety at School" our score for "children feeling safe at school" was 7.4. Our overall score for being an "Inclusive school" was 6.7. Some areas for further discussion in this area include; ensuring that all students feel included in school activities and teachers helping students develop positive friendships.

According to the 2021 Student Tell Them From Me Surveys, for students in Years 4-6, our students scored us at 8.6 for positive teacher-student relationships., 8.5 for expectations of success, 7.0 for explicit teaching practices and feedback and 8.0 for classroom instruction being relevant to their everyday lives. Our score was 8.2 for effective learning time and 7.8 for students feeling that they have someone at school who consistently provides encouragement and can be turned to for advice.

In terms of students feeling that they have positive relationships with their peers and friends at school they trust and who encourage them to make positive choices, 83% of students in Years 4-6 indicated that they had these positive relationships. In Years 4-6, 24% of our students indicated that they felt that they'd been the victim of bullying; this equates to approximately 5 students. This will be further addressed in our school Plan 2022, through school self-assessment using the "Wellbeing Framework Self-Assessment Tool", parent and student surveys and through further implementation of our "U R Strong" program, with students, K-6, focusing on establishing and maintaining healthy relationships, understanding bullying, managing conflict with kindness, and increasing their overall resilience.

Our school Staff Satisfaction review provided critical knowledge of what staff think and feel about the school which is essential input for strategic and operational planning.

Both administration and teaching staff were surveyed with results indicating pride in being a member of the staff team at Mulbring PS. Staff indicated that they feel respected and that their opinions are valued, acknowledged and taken into consideration. Staff feel supported and cared for and agree that we have a climate of trust where they feel comfortable to express concerns. Staff feel encouraged to take risks and innovate. They feel that the school is well-resourced and agree that leaders provide professional learning which develops, challenges and supports their 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 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.