

2021 Annual Report

Mulgoa Public School



2659

Introduction

The Annual Report for 2021 is provided to the community of Mulgoa 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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Message from the principal

2021 has been a challenging year for all of us. We found ourselves, again, dealing with the impact of a global pandemic. It has had an impact on all of us, emotionally and socially. However, it has not meant that the year was not a successful year for our school. I would like to take this opportunity to thank all members of our school community for your ongoing support and encouragement of our school. We thank you for your ongoing commitment to the students and staff at Mulgoa and I look forward to continuing this partnership in 2022. Quality Teaching and Learning is at the core of all that we do at Mulgoa and we continually encourage and inspire our students and staff to set personal goals, take risks in the learning, reflect on their achievements and strive for personal best in all aspects of learning. We strive to encourage our students to take risks in learning, think outside the box and work together to solve problems. The world is a place where we need to work and get along with others; we strive for our students to be tolerant and accepting of others opinions and be that person that others want to be around. We strive for our students to be honest and kind and we have had a strong focus on developing all students' capabilities to interact and work with others. The Mulgoa Public School staff reflects on their teaching practices and implement changes to classroom practices to improve our student achievements based on rich data and evidence based practices. Our school continually reflects on its practices, systems and procedures to continually make our school a respectful, safe and responsible environment where all members of our school community strive for personal best. We strive to give our students opportunities and experiences that will develop and nurture our future. We strive for our students to be honest and kind. The wellbeing of all school community members continues to be a school focus area. In our school every student is known, valued and cared for. This was particularly important in our COVID reality. We consistently build respectful and trustful relationships with our students and school community. We aim for our students to be keen and really want to be at school each day. We are continually reviewing and revising our school practices and processes to ensure quality teaching and learning for students and staff. During the year our school has continued to prioritise the learning of all students in K-6. With the support of extra Ram funding allocated to Mulgoa in 2021, the school has spent a considerable amount of the school budget to employ Learning Support Officers to support students in our classrooms and work closely with our targeted students in literacy and numeracy. As you can see our school prioritises student learning and spends a significant amount of our budget to further support your children. We have continued our strong focus on building the capacity of all staff through focused professional learning activities to continue to provide an engaging curriculum for the 21st Century. The Mulgoa P&C and school community have been a tremendous support to our school throughout this year and have provided valuable funds to support our students. We have continued our partnership with the Western Sydney University in the First Foot Forward Program enabling our Years 5 and 6 students the opportunity to be inspired and set goals for their futures. This program will also continue in 2022. Our students and staff strive to be respectful, responsible and safe learners striving to achieve their best at all times. To the students of Mulgoa I congratulate you on your hard work and enthusiasm that you have put into your learning this year. Your school and parents are proud of you. To our Mulgoa community, I thank you for your ongoing support and interest in your child's education and together we can strive to make 2022 another great year at Mulgoa Public School.

School vision

Mulgoa Public School is committed to the provision of effective learning for all students in a caring, safe, supportive and co-operative environment where all students are known, valued and cared for.

We have high expectations and are committed to academic excellence.

We are committed to fostering quality teaching and leadership, delivering high quality education with a strong, current evidence base.

We seek to develop safe, respectful, responsible and independent learners who strive for their personal best in all aspects of school life.

We seek to develop high self-esteem, positive attitudes, resilience and to ensure that students are empowered to reach their potential.

We work together as a whole school community to prepare and inspire our students to be creative, engaged and confident participants in our ever-changing and challenging world.

School context

Mulgoa Public School is a mix of rural and residential properties situated in Mulgoa in the Penrith Valley. The school was opened in 1883 and is heritage listed. The school consists of a teaching principal, two permanent teaching staff, two temporary teaching staff, a teacher to support students with learning difficulties for one day a week and a temporary teacher employed as part of the teaching principal allocation.

There are currently 85 students enrolled at the school of which 4% are Aboriginal and Torres Strait Islander. Four multi-aged classes have been formed to accommodate the current enrolment. The school is committed to improving the literacy and numeracy achievements of all students. We strive to develop safe, respectful, responsible and independent learners in a safe environment. Our school has a strong focus on the use of ICT in teaching and learning. It also has a strong focus on student wellbeing and the differentiation of curriculum to suit the learning needs of all students.

Our school is an active participant in both the Penrith Valley Small School's Network and the Glenmore Park and Mulgoa Valley Learning Community.

The parents and community are heavily involved in supporting the school to provide the best possible opportunities for all students. The P&C is active and generates significant funds to support the purchase of additional technology and resources for students. The school regularly seeks input from the parent body through formal and informal meetings, surveys and discussions at P&C meetings. Parents overwhelmingly state that their main priority for their children is for them to be happy at school.

The whole school community, involving students, staff and parents, were consulted in a thorough situational analysis followed by the development of the strategic improvement plan.

Through our situational analysis, we have identified the need for continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. We will look to embed reflective practices in all teaching and learning practices. This reflective practice will involve deeper use of data to inform all processes and practices across the school.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure excellence in student achievement, growth and performance in literacy and numeracy through differentiated teaching for all students, maintaining a culture of high expectations, developing and refining data driven teaching practices that are responsive to the learning needs of students.

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 Driven Practices
- Personalised Learning

Resources allocated to this strategic direction

Socio-economic background: \$16,339.33

Aboriginal background: \$3,373.16

English language proficiency: \$2,400.00

Low level adjustment for disability: \$7,370.98

Literacy and numeracy: \$9,519.47

Location: \$956.38

Summary of progress

Data Driven Practices Our focus in 2021 was to provide increased opportunities for teachers to engage in professional dialogue around data, data use and implications for learning. Professional learning that built staff skills in the analysis, interpretation and use of student progress and achievement data was provided. Teachers are using data to make decisions about student learning and employ a variety of pedagogical practices to develop students' ability to identify their strengths and areas for improvement. Data collection and regular conversations about student achievement occurred regularly. There were explicit systems that used high quality data that was complete, accurate, interpretable, coherent, accessible and timely. Staff were guided through the process of collaboratively using data to inform planning, identify interventions and modify their teaching practice. Next steps include using data to support stronger differentiation and to evaluate teaching impact. Unfortunately some professional learning linked to data skills and use could not take place due to COVID 19 and learning from home. 2022 will catch up, consolidate and build upon 2021 professional learning.

Personalised Learning: Our focus for 2021 was for all students articulate, understand and achieve their reading and numeracy learning goals through the use of Learning Intentions and Success Criteria. This was evidenced in most classrooms. In 2022, we will also focus on strengthening our clear and consistent high expectations for learning and behaviour by defining with all members of our school community what these are within each classroom and across the whole-school. Staff will also engage in continuing professional learning in effective differentiation so that lesson content provides the right amount of support and challenge for every student and there is a shared understanding of the differentiation process across all teaching staff.

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
• Reading Top 2 Bands - an uplift of 1.5% of our students achieving the top 2 bands in.	48% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
• Numeracy Top 2 Bands - an uplift of 1.5% of our students achieving the top 2 bands in.	36% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
• A minimum of 60% of Year 5 students achieving the Department of	The percentage of students achieving expected growth in reading was 50% indicating progress toward the lower bound target.

Education's small school lower bound target of expected growth in reading.

• A minimum of 60% of Year 5 students achieving the Department of Education's small school lower bound target of expected growth in numeracy

The percentage of students achieving expected growth in numeracy was 34% indicating progress toward the lower bound target.

Purpose

To ensure that all of our students are empowered to connect, succeed, thrive and learn in an environment of excellence through a planned approach to developing whole school processes that support high levels of engagement, where every student is deeply known, valued, and cared for.

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.

- Wellbeing
- Engaged Learners

Resources allocated to this strategic direction

Summary of progress

Our school-wide approach and implementation for wellbeing has centred on building a positive school climate focused on enhancing students' social and emotional competencies. Staff engage each day to lead, model and reinforce our social and emotional wellbeing focus. Professional development for teachers and SASS staff has focused on behaviour management strategies and trauma informed practice.

Staff are monitoring student attendance and have engaged in PL in using SCOUT to monitor attendance and look at attendance trends and data.

Our TTFM student surveys highlight that our students strongly value learning, show high levels of effort, interest and motivation. Student Tell Them From Me surveys demonstrate improvement/growth in students reporting an increase for advocacy at school and increase for success at school. Students demonstrated that their sense of belonging has improved slightly.

Our work around raising students' aspirations and setting challenging goals was hindered due to overriding issues.

In 2022 the staff will continue to ensure strong targeted behavioural and learning support is delivered to all students including those who are identified through learning support processes. In 2022 all staff will complete the Inclusive, Engaging and Respectful Schools professional learning.

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 system-negotiated target baseline.	The number of students attending school 90% of the time has increased to 89.4%
• As a small school, TTFM Wellbeing data (advocacy, belonging, expectations) improves.	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$22,712.99</p>	<p>Integration funding support (IFS) allocations support eligible students at Mulgoa 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"> • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: students being supported at point of need throughout the school day, including in the playground where social support is required. Teachers and parents work closely with our SLSO's to ensure seamless, purposeful and intensive support is provided to students.</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 formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$16,339.33</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mulgoa 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 Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support learning programs. <p>The allocation of this funding has resulted in: Targeted programs to support reading and 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: continue to engage SLSO to implement programs to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$3,373.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mulgoa 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"> • Data Driven Practices

<p>Aboriginal background</p> <p>\$3,373.16</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Specific learning programs being made available to support our Aboriginal students in literacy and mathematics. Our Aboriginal students success and growth is monitored throughout the year and meaningful relationships and partnerships established with the class teacher and the parents.</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: engaging an SLSO to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mulgoa 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 Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Targeted teaching support provided to support students from an EALD background develop their proficiency in English. All students targeted recorded growth in their development of English skills.</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 capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$18,582.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Mulgoa 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 Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 intervention to increase learning outcomes <p>The allocation of this funding has resulted in: All identified students are receiving support targeted to their academic, social and wellbeing needs. Data is used to support LST decision making and to identify targeted students.</p>

<p>Low level adjustment for disability</p> <p>\$18,582.78</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 provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$956.38</p>	<p>The location funding allocation is provided to Mulgoa 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 Driven Practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Increased subject opportunities and choices for students.</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: developing and delivering professional learning open to other schools (specifically our small school network), supporting the school to increase collaboration and overcome isolation due to size.</p>
<p>Literacy and numeracy</p> <p>\$9,519.47</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mulgoa 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 Driven Practices <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 and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Resources, both physical and human, have been allocated to the professional learning in literacy and numeracy to support student achievement.</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: teacher release to present home reading workshops for parents to increase understanding of reading and numeracy skills.</p>
<p>QTSS release</p> <p>\$16,593.46</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mulgoa 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 initiative funding include:</p>

<p>QTSS release</p> <p>\$16,593.46</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: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Feedback from staff and executive suggested that further refinement of the model of instructional leadership is needed, particularly to harness the expertise of all staff.</p>
<p>COVID ILSP</p> <p>\$40,316.59</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 <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals</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 continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	39	41	45	42
Girls	42	37	44	50

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.7	94.4	89.9	93.3
1	93.5	95.6	90.8	89.7
2	94.8	93	89.6	92.5
3	93.9	95.3	91.9	92.4
4	94.4	91.4	91.1	92.3
5	92.9	95.4	90.5	94.6
6	92.5	91.2	90.6	89.6
All Years	94.1	93.7	90.6	91.9
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)	3.48
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
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	131,779
Revenue	1,007,331
Appropriation	997,622
Sale of Goods and Services	640
Grants and contributions	8,189
Investment income	81
Other revenue	800
Expenses	-1,031,576
Employee related	-926,140
Operating expenses	-105,436
Surplus / deficit for the year	-24,244
Closing Balance	107,534

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	23,280
Equity Total	40,695
Equity - Aboriginal	3,373
Equity - Socio-economic	16,339
Equity - Language	2,400
Equity - Disability	18,583
Base Total	818,826
Base - Per Capita	21,940
Base - Location	956
Base - Other	795,929
Other Total	39,396
Grand Total	922,197

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

Parents were surveyed in 2021 and their responses indicated that Mulgoa was a welcome and friendly school that celebrated the students. Parents indicated that staff are approachable and willing to assist and that clear boundaries and expectations were set for student behaviour. Parents were happy that learning and support programs were in place to support students academically. The survey results also showed that parents believed that our school community was strong and that students are known and cared for by staff. The links with Western Sydney University were also acknowledged by the parent community.

The survey showed that areas for improvement or development for the school are inter-school sporting opportunities, a wider range of extra-curricular activities and greater opportunities for parent to get feedback about their child's learning.

In response to the survey results in 2022 we will look at ways we can increase opportunities for sport and extra-curricular activities. We will also look at opportunities to engage with parents about their child;s 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.