

2021 Annual Report

Mullaley Public School



2660

Introduction

The Annual Report for 2021 is provided to the community of Mullaley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Mullaley Public School, we strive for excellence in an inclusive environment where every student maximises their potential through high expectations and strong community connections. We provide contemporary and future focused learning to provide success through empowerment of confidence, resilience and self-direction to develop life-long learners. Students will access a varied and differentiated curriculum for all key learning areas, with an emphasis on quality practices from passionate and committed teachers in every classroom.

The vision of Mullaley Public School will be underpinned by engaging and explicit instruction from dedicated teachers.

Excellence, Innovation, Technology, Success

School context

Mullaley Public School, with a current enrolment of 38 students, is a rural and remote school located 39kms west of Gunnedah. School numbers have fluctuated in recent years, with a slow decline over the past two years.

Previous school plans focused on continuous school improvement by encouraging student engagement through 21st Century Learning, and developing high quality learning experiences for students. Teachers have focused on creating engaging learning environments with high expectations that focused on the development of quality teaching practices and the implementation of evidence-based learning.

By analysing our situational analysis, we have identified a continued emphasis for developing quality teaching practices in literacy and numeracy, focusing on individualised and differentiated learning opportunities for students in an environment that fosters high expectations and a strong sense of belonging.

Providing staff with opportunities to develop their abilities to analyse and monitor student performance data by implementing various platforms will ensure they are able to make informed decisions regarding student learning and achievement. Differentiation will not only occur for classroom tasks, but also for assessment collection to ensure all students can express their knowledge and understanding to the best of their ability.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in regards to reading and numeracy, we will develop staff abilities and whole school processes to collect and analyse data, with a particular focus on interpreting and implementing data to provide appropriate provisions for every student. Staff will be encouraged to implement evidence-informed strategies and to work collaboratively to embed a self and collaborative evaluative practices.

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.

- Literacy and Numeracy
- High Expectations

Resources allocated to this strategic direction

Integration funding support: \$31,747.00

Low level adjustment for disability: \$17,986.70

Socio-economic background: \$43,471.39

Aboriginal background: \$10,930.65

QTSS release: \$8,184.61

Per capita: \$10,107.18

Location: \$14,501.21

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

Literacy and numeracy: \$1,954.98

Summary of progress

Analysis of work samples and assessment data have confirmed that our SLSO/Chaplain, COVID funded teacher and smaller class groups is supporting students through one-on-one and smaller group tuition. Students needing additional intensive support have been identified and are working through explicit interventions to support the development of literacy and numeracy skills in small groups in and out of the classroom. Analysis of data has identified that students demonstrate a higher work ethic and engagement when in smaller class groups. Because of these smaller classes, it has been easier to account for all students, no matter their abilities and current stage level, resulting in less students 'slipping through the cracks.' Teachers have been able to identify student weaknesses and areas of need quicker with smaller class sizes. Differentiation has been easier to implement with smaller class sizes and students have received more support through explicit teaching strategies and consistent testing that suit their abilities and level.

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 achieving expected growth in NAPLAN reading to be above the current lower baseline of 42.8%.	• An increased percentage of students achieved in the top two skill bands for reading, an increased percentage of students achieved in the top two skill bands for numeracy. Due to the small size of the cohort accurate/actual percentages cannot be reported
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the current lower baseline of 58.3%.	• The percentage of students achieving expected growth in reading increased indicating progress toward the lower bound target.
Increase number of students attending 90% of the time from 2020 target.	• The number of students attending school 90% of the time or more has remained stable.
Increase the number of ATSI students achieving above the school average for reading (33.3%).	• An increased percentage of Aboriginal students have achieved results above the school average for reading indicating progress above 33.3%.

Strategic Direction 2: Effective differentiation

Purpose

To have a greater focus on providing effective differentiation for all students, including gifted and talented students, by providing a safe, engaging environment that will develop a whole school approach to improving student well being and abilities. Meaningful assessment will be a core focus to ensure student progress is monitored and adjusted for effective pedagogy and programming.

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.

- Effective differentiation
- Assessment Practices

Resources allocated to this strategic direction

Socio-economic background: \$3,883.49

Aboriginal background: \$851.50

Summary of progress

Analysis of the data has demonstrated that student ILP's and PLP's have not integrated student and parent/carer voice enough. However student plans were used in most lessons, and drove staff PL to ensure that student needs were met. Students have engaged in MiniLit Sage and MultiLit and have experienced growth within their learning. This program, while helpful in assisting students' performing below stage outcomes, has been intensive to implement within a classroom, and has benefited differentiation by tutoring in smaller groups.

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
Literacy and Numeracy programs will contain a strong component of effective differentiation for students with learning disabilities, and high performing students.	Literacy and Numeracy programs all contain effective differentiation, supporting the needs of identified students.
Literacy and Numeracy programs will contain a strong component of a range of formative and summative assessment.	Formative assessment has been identified for further professional learning. Summative assessment follows our assessment schedule and informs future planning.
Maintain equal to or above 90% of students reporting positive wellbeing at school (91.53% in 2020)	<ul style="list-style-type: none">• Students reported positive wellbeing outcomes as being stable.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$31,747.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mullaley 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Analysis of work samples and assessment data have confirmed that our SLSO/Chaplain is supporting students through one-on-one and small group tuition. Students needing additional intensive support have been identified and are working through explicit interventions to support the development of literacy and numeracy skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to employ an SLSO to ensure that students experience success in literacy and numeracy activities by continuing individual programs and small group tuition.</p>
<p>Socio-economic background</p> <p>\$47,354.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mullaley 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"> • Literacy and Numeracy • Effective differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement three class structure to support identified students with additional needs <p>The allocation of this funding has resulted in: Analysis of work samples and assessment data has confirmed that breaking students up into three classes by employing another full time teacher has assisted all students. Students are broken up not only into small groups across the school, but again within classes for rotation activities, ensuring that all students receive quality small group tuition during each session.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to split the school into a three class structure to ensure that students receive more explicit instruction and one-on-one time with a teacher.</p>
<p>Aboriginal background</p> <p>\$11,782.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mullaley 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>

<p>Aboriginal background</p> <p>\$11,782.15</p>	<ul style="list-style-type: none"> • Literacy and Numeracy • Effective differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Analysis of data has confirmed that implementing a tuition team has assisted Aboriginal students to improve their literacy and numeracy abilities.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to employ an SLSO and additional teacher three days a week to ensure that Aboriginal students experience success in literacy and numeracy activities by continuing individual programs and small group tuition.</p>
<p>Low level adjustment for disability</p> <p>\$17,986.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Mullaley 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"> • Literacy and Numeracy <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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: Analysis of work samples and assessment data have confirmed that our SLSO/Chaplain and having a three class structure is supporting students through one-on-one and small group tuition, and differentiated activities. Students needing additional intensive support have been identified and are working through explicit interventions to support the development of literacy and numeracy skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to split the school into a three class structure and employ a SLSO to ensure student disability adjustments are implemented.</p>
<p>Location</p> <p>\$14,501.21</p>	<p>The location funding allocation is provided to Mullaley 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: Analysis of work samples and assessment data has confirmed that SLSO's and Tuition Teachers are supporting students of all abilities. Students needing additional intensive support are being easily identified through this program and are being redirected to the LaST at a quicker rate.</p>

<p>Location</p> <p>\$14,501.21</p>	<p>After evaluation, the next steps to support our students with this funding will be: We would like to continue small group tuition with a tuition team to ensure that all students are experiencing success in their education by being extended in smaller homogenous groups.</p>
<p>Literacy and numeracy</p> <p>\$1,954.98</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mullaley 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"> • High Expectations <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 • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Analysis of the data has demonstrated that students have experienced higher success in literacy and numeracy from these platforms and resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to use these programs and platforms into the future due to their impact on student understanding, teacher planning, and easy to access assessment data.</p>
<p>QTSS release</p> <p>\$8,184.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mullaley 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Analysis of work samples and assessment data has confirmed that breaking students up into three classes by employing another full time teacher has assisted all students. Students are broken up not only into small groups across the school, but again within classes for rotation activities, ensuring that all students receive quality small group tuition during each session.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to split the school into a three class structure to ensure that students receive more explicit instruction and one-on-one time with a teacher.</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

COVID ILSP

\$34,416.60

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in:

Between our COVID funded teachers, students are working well in small groups. Our professionals rotate between classes, taking out students to complete work within small groups. Students are responding positively to this program and have seen progress and development

After evaluation, the next steps to support our students with this funding will be:

We will continue to employ a teacher to support students transitioning to school after flexible learning from home.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	24	28	25	23
Girls	18	17	16	14

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.4	98	85.8	80.2
1	90.8	93.3	90.8	85.9
2	85	92.5	90.8	90.5
3	92.5	93.6	89.1	93
4	87.4	93.2	92	90.6
5	89.8	91.7	89.1	91.5
6	97.3	91.4	93.1	94.5
All Years	89.2	92.9	90.2	90.1
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)	1.43
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	45,127
Revenue	726,770
Appropriation	708,814
Sale of Goods and Services	36
Grants and contributions	17,055
Investment income	64
Other revenue	800
Expenses	-740,937
Employee related	-644,249
Operating expenses	-96,688
Surplus / deficit for the year	-14,167
Closing Balance	30,961

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	31,747
Equity Total	99,895
Equity - Aboriginal	12,999
Equity - Socio-economic	68,910
Equity - Language	0
Equity - Disability	17,987
Base Total	516,172
Base - Per Capita	10,107
Base - Location	14,501
Base - Other	491,563
Other Total	17,207
Grand Total	665,021

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

This year parent surveys were sent home and the school held focus group discussions with students and staff seeking information about what we do well as a school and how we can improve. Furthermore, students were encouraged to participate in the *Tell Them From Me* survey and to approach the School Representative Council to ensure that their voice was being heard. Things that have been discussed with students and parents indicated:

- Further communication with the school is vital, especially after the period of lockdown during the COVID-19 pandemic. Communication does occur through the Facebook page, School Stream, fortnightly newsletter and website; however parents would like to have more say in school events and student learning.
- The P&C is an active parent group within the school who engage positively with staff, the parents and broader community. The P&C play a vital role in building a positive school culture, and they are consulted on some school decisions to provide feedback and suggestions for school activities, planning and evaluation.
- Families would like to become more involved in celebrating student success
- The need to ensure that every voice is heard in regards to wider parent involvement in groups such as the P&C
- Students would like to have more choice and a bigger role to play in school activities and events.

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.