

# 2021 Annual Report

## Mullion Creek Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Mullion Creek 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.

## School contact details

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Mullion Creek Public School

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## School vision

At Mullion Creek Public School we believe in 'Striving for Success' within an inclusive, supportive future focused learning environment, developing respectful, responsible ambitious achievers who strive for excellence while being creative and innovative.

Students are our priority and the school promotes an environment reflective of high expectations for all students with staff wanting to develop capacity to use evidence-based practice.

## School context

Mullion Creek Public School has currently 76 students situated in a semi-rural setting 17 kilometres from the City of Orange. Students are given every opportunity to compete equally with students at larger city schools whilst still enjoying their rural lifestyle.

School enrolments have grown over the past 5 years and we anticipate this trend to continue as the Mullion Creek area is developed from the traditional rural land to smaller lifestyle blocks. Currently no students identify as non English speaking and 0.2% identify as Aboriginal.

The school maintains its strong culture which is based on continuous improvement and quality service. Staff continually enhance students' educational opportunities with the assistance of a highly interested, committed parent body and supportive local community.

Following the completion of the situational analysis of the school data, parent and student feedback we have identified the following areas for strategic improvement:

### **Student Attainment**

A whole school approach to reading and numeracy will be refined. Areas that have been identified as requiring further development in reading are understanding vocabulary and inferential comprehension while in numeracy it is number and aspects of measurement.

Based on the outcomes of our situational analysis we have determined that we need to continue to develop our emphasis on embedding quality teaching practices across the school including professional learning for staff in using data to inform teaching. We also need to continue our journey in use of differentiated formative and summative assessment practices. Strengthening the use of feedback to enable students to achieve expected growth in their learning will also be a focus moving forward.

This will be coupled with professional learning to increasing staff capacity to use high impact teaching strategies and effective differentiation, to support students' growth and develop students' skills in identified areas. Staff will also use effective peer observations to continue the work in delivering best practice.

### **Empowered and Successful**

There will be a continued focus on ensuring teaching and learning programs are evidenced based, explicit, differentiated and engaging as well as reflective.

Collaboration across the Community of Schools will be a focus of best practice, consistent teacher judgment and strategies to maximise students' learning.

Wellbeing continues to be an area of focus from the community and student voice to empower students through the development of skills including resilience, coping strategies and extending the use of goal setting in learning. These areas were noted to allow students to move forward from 2020 and to provide them opportunities to maximise their learning.

Specific areas of focus for writing development will be editing and genre types as well as ensuring all staff undertake evidence based professional learning to ensure a whole school approach is maintained.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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To ensure all students learning and outcomes are maximised in reading and numeracy, all staff will develop and deliver consistently high-quality collaborative, reflective evidence based teaching practice.

### Initiatives

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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.

- Embedding assessment practices
- Data to inform practice

### Resources allocated to this strategic direction

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**Operational funding:** \$780.00

**Professional learning:** \$2,150.50

**Socio-economic background:** \$5,563.00

**Low level adjustment for disability:** \$7,151.01

**Aboriginal background:** \$1,000.00

**QTSS release:** \$7,763.33

### Summary of progress

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Our focus for 2021 was to build the capacity of teachers and support staff to ensure they understand how to collect, analyse and interpret data to inform planning, identify interventions and to modify teaching practices so that all students are excelling in literacy and numeracy. In conjunction with this as a school we developed processes to routinely and systematically collect and analyse data, implemented whole school structures to record and analyse data and provided time for constructive dialogue with colleagues around these findings.

We developed and embedded a whole school monitoring and recording system to evaluate student learning through improved assessment practices that are reliable and reflect an understanding of benchmarks and syllabus expectations in reading and numeracy. Additional time was allocated to update student data at regular intervals which enabled staff to identify future learning needs and to modify groups to maximise learning opportunities for students.

Staff professional learning included data and analysis. To gain access to data and to effectively analyse data and inform teaching practice, teachers completed introductory SCOUT training. They enhanced their knowledge of SCOUT, learning to navigate the app to review various data sets. They analysed NAPLAN, Progressive Assessment Tests (PAT), Check-in data to determine trends, and examined targeted teaching activities to embed into teaching programs to address gaps in students' learning. Aspects of staff learning including working with our Community of Schools on consistency of teacher judgment in writing was impacted when mid Term 3 NSW was placed into a state-wide lockdown in response to escalating community transmission of COVID-19 in regional areas.

Through tailored in-house professional learning there has been an increase in teachers' understanding of the factors impacting on student achievement, the quality of teacher practices and curriculum knowledge, and capacity for leadership in subject and Stage settings and capacity building in programming.

In 2022 there will be a focus on:

- whole-school, team approach to data analysis and programming being consistently used to identify aspects of underperformance of particular students and cohort groups and to evaluate teaching and school programs.
- targeted professional learning to build teacher capacity to effectively differentiate learning in Mathematics and English, and to set learning in a meaningful context that allows rigorous learning through application ; and
- develop skills in the effective use of formative assessment and feedback so as to provide effective feedback to students on how to improve, and training for students in 'how to learn' so building a strong and positive teaching and learning culture.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Increase and continue to exceed the upper bound target 64.4% for the proportion of students achieving in the top two NAPLAN reading bands</p> <p>Increase and continue to meet and exceed the lower bound target of 60.4% top two NAPLAN numeracy bands</p>	<p>68% of students are now in the top two skill bands (Naplan) for reading, indicating we are exceeding the annual progress measure (64.4%).</p> <p>48% of students are now in the top two skill bands (Naplan) for numeracy indicating we are working towards the annual progress measure (60.4%).</p>
<p>Improve the percentage of students achieving expected growth in reading to be 73%</p> <p>Improve the percentage of students achieving expected growth in numeracy to be 85%</p>	<p>The percentage of Year 5 students achieving expected growth in reading is 100%, indicating we are exceeding our planned growth of 73%.</p> <p>The percentage of Year 5 students achieving expected growth in numeracy is 88.89%, indicating we are exceeding our planned growth of 85%</p>

## Strategic Direction 2: Empowered and successful

### Purpose

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To improve learning and wellbeing practices through collaboration and evidenced based teaching for continuous school improvement.

### Initiatives

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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.

- Empowered teachers
- Empowered students

### Resources allocated to this strategic direction

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**Professional learning:** \$5,395.38

**Literacy and numeracy:** \$6,862.73

**Socio-economic background:** \$5,887.00

**Teaching Principal Release:** \$20,000.00

**Aboriginal background:** \$500.00

**QTSS release:** \$3,000.00

### Summary of progress

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Our focus in Strategic Direction 2 was empowering teacher and students to improve learning outcomes and wellbeing practices. Staff new to the school complete training in Seven Steps to Writing virtually as all face-to-face workshops were cancelled. The training was completed to ensure continuity of Mullion Creek's whole school approach to writing. As part of our whole school data analysis staff collected student writing work samples on a 5-weekly basis to analysis and identify areas for development. Teaching and support staff (K-3) participated in a live virtual workshop Autism and Aspergers: Teaching Strategies & Behaviour Support Live Virtual workshop delivered by Sue Larkey specifically looking at Teaching Strategies for School & Home, Strategies learnt were implemented in line with students individual education plans to effectively support integrated students.

Classroom observations were undertaken with the support of School Services staff and community specialists to provide feedback on the implementation of programs and strategies for students. As an outcome Internal student assessment shows progress of identified students is greater than planned for.

In learning about best practice all staff participated in a combined school development day learning about "The Finnish System in a Nutshell" to research strategies so teachers can improve in their delivery of the curriculum and Strategic Direction 1, enabling student growth and attainment. Concepts applicable to small schools were looked at and modification made to some school processes.

As a school staff a whole school priority focus was made to upskill everyone on ways to supporting groups of students through the completion of Online Learning Training (OLT) Understanding Autism Spectrum Disorder (remotely). In this training activities were completed and staff networked to share and increase knowledge. An invitation was extended to other schools in our Community of Schools network with Clergate staff also undertaking the training. Staff feedback noted there had been an increase in their knowledge on best practice and strategies when working with identified students

Quality reading texts were purchased to support reading program inline with Department of Education and NESA recommended texts and resources lists. Readers purchased were in hard copy as well as PM readers online. This allowed students to maintain reading program at home. Students in Kindergarten and Year 1 at the end of Term 3 were tracking at 85% reading at or above expected benchmarks.

Through the use of teaching principal release funding a skilled teacher was released the equivalent one day per week to develop high impact strategies, support and mentor teachers in identified areas of numeracy - as identified in data school and gap analysis, reading - programming using quality texts and writing - modelled and guided writing through classroom observations, shared visits, mentor support to develop skills and seek feedback on observations based on negotiated areas, modelling, demonstrating and team teaching.

Partnership Goals (In addition to learning goals) were developed in 3 way meetings to determine the aspirations and expectations of K-6 students and parents. This was only held one as Covid restrictions did not permit face to face

meetings. These goals were centrally stored with students regularly reflecting on them. Parents reported positively on the process allowing everyone to be working towards common goals

Collaboration across the Community of School was curtailed and planned activities were unable to proceed. Whilst there was some virtual gathering the essence of the collaboration was not meeting the needs of the participants. This aspect of the plan will be revisited in 2022.

Empowering Young women and Young Men opportunities in partnership with Spring Hill PS was developing high expectations for girls' and boys' through events where they hear and engage with highly successful graduates from small schools. This is a partnership with families as well. female student and significant female from family attend together and males the same. The girl's event was conducted with very positive feedback whilst the boys event was planned but unable to proceed.

In 2022 the school will focus on:

- Supported structured opportunities for effective collaboration within and across schools where all teachers are sharing work samples and collaborating on teaching practice to learn from best practice.
- Empowering Young women and Young Men in partnership with Spring Hill PS to aspire their learning opportunities.
- Implementing an effective whole school system for building student wellbeing, resilience and social skills
- Building capacity in staff to lead in selected areas of teaching and learning.

### Progress towards achieving improvement measures

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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 by 2% the percentage of students with attendance rate of 90% or more from the baseline of 2020 of 79.1%	The percentage of students with attendance rate of 90% or more was 83.6% at the end of Term 4 2021 which was a greater than 2% increase from the baseline of 79.1%.
Increase the percentage of students in the Tell Them From Me Survey domains of <i>Positive sense of belonging</i> , <i>Advocacy at school</i> and <i>Expectations for success</i> to greater than 96.84%	Tell Them From Me data shows an impact of Covid and its related restrictions of reported positive wellbeing, including 86% in student advocacy which is a decrease in advocacy at school from previous years, 71% of students have a sense of belonging also a decrease from previous years and 100% believed there was an expectation of success which is an increase from previous years.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$120,407.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mullion Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for targeted professional learning around Autism and differentiation</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around curriculum adjustments</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students who are in receipt of funding being supported to effectively integrate into mainstream classrooms. Students individual education plan goals have shown achievement and there has been increased engagement in class by students and a decrease in negative behaviour in classroom and playground</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022 professional learning for staff is required in identified areas including embedding strategies learnt for learning in autism in 2021 and training for upskilling SLSOs in nominated students individual programs.</p>
<p>Socio-economic background</p> <p>\$13,337.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mullion Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Embedding assessment practices</li> <li>• Empowered teachers</li> <li>• Empowered students</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement targeted literacy and numeracy programs to support identified students with additional needs</li> <li>• engage with external providers engaged to support student engagement and understanding.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The impact of the funding has resulted in timely targeted support for students including individualised programs (multilit) for identified students. These interventions were evidence-based interventions using data collected. School based data has shown student growth was across all years. Through the partnership meetings there has been an increased community input and understanding of their child's individual learning needs. Students have demonstrated increased confidence in taking risk in their learning and an increase in students' ability to tackle more complex literacy and numeracy activities. Outcomes as measure by Naplan were positive with above state growth in Year 5 in both reading and numeracy.</p>

<p>Socio-economic background</p> <p>\$13,337.19</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022 activities cancelled due to Covid are to be conducted when restrictions allow. Funding will be used to support students to access school activities and the curriculum through subsidies and purchasing resources. Part funding of additional School Learning Support Officers (SLSOs) to support literacy and numeracy sessions.</p>
<p>Aboriginal background</p> <p>\$2,542.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mullion Creek 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Empowered students</li> <li>• Embedding assessment practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• purchase curriculum resources fully access their learning.</li> <li>• employment of Aboriginal community to develop cultural awareness.</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Aboriginal students who undertook Naplan achieved above state expectation in all areas of testing. School data shows evidence of growth for students in reading and numeracy. Students were provided with focused instruction to support individual skill development including during the learning from home time. With the inclusion of Aboriginal Community members delivering cultural activities there is an increasing in staff and students' understanding around cultural knowledge.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022 we will continue our schools development of cultural understanding and implement learning from professional learning on Aboriginal polices undertaken in 2021. Resourcing the students to fully participate in all activities and to engage in cultural events will continue.</p>
<p>Location</p> <p>\$1,319.86</p>	<p>The location funding allocation is provided to Mullion Creek Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The school being able to ensure equity of access to all students to excursions and extra curricula activities. During the Learning from Home time the school provided all students with classroom resources including online reading resources to ensure continuity of learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue the employment of a virtual teacher in 2022 to ensure continuity of STEM robotics program . Support students to participate in a range of</p>

<p>Location</p> <p>\$1,319.86</p>	<p>extra curricula activities and to have incursions in the school.</p>
<p>Literacy and numeracy</p> <p>\$6,862.73</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mullion Creek Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Empowered teachers</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy PM on line</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Quality reading texts were purchased and increased the engagement of students in reading. Readers purchased were in hard copy as well as PM readers online. This allowed students to maintain reading program at home. Students in Kindergarten and Year 1 at the end of Term 3 were tracking at 85% reading at or above expected benchmarks. To ensure continuity of instruction and continued student engagement during COVID Learning from Home period online resources in reading and numeracy were made available to all families. Resources being used in classrooms support explicit learning goals for students, based on syllabus outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will no longer be provided in 2022. Use existing resources to facilitate professional learning on the new K-3 curriculum. Re-align reading and phonics programs to new curriculum scope and sequence plans.</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 Mullion Creek Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Embedding assessment practices</li> <li>• Empowered students</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> There has been increased staff confidence in understanding of programming practices and developing programs to meet multistage classes. There is a whole school approach to data and an increased understanding of data collected and collated and analysed. Building capacity through collaboration was in school rather than across the Community of School due to COVID restrictions on professional learning and shared practice with staff feedback reporting an increased confidence to use SCOUT and read NAPLAN data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide staff with time to collaborate and share best practice in curriculum reform as well as writing and numeracy.</p>

<p>COVID ILSP</p> <p>\$37,366.50</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - comprehension, writing and number.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Positive student growth, in Literacy and Numeracy (number), in targeted students as measured by benchmark data. Student confidence has increased in literacy and numeracy skills. Staff have reported increased confidence to use data to inform where to next. 85% of students demonstrated growth in reading as measured by reading levels and PAT testing . Check-in assessment results show a number of students from CILSP groups achieving at the same level or higher than their peers. There are some students who are still operating below their peers but have made personal growth on both internal and external assessment measures.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>A continuation of small group intervention in reading and numeracy will be implemented to support students who have been impacted the by COVID. Some 2021 CILSP students will be targeted for CILSP intervention again in 2022. This is due to the interruption caused by lockdowns and imposed restrictions in 2021.</p>
<p>Low level adjustment for disability</p> <p>\$18,362.81</p>	<p>Low level adjustment for disability equity loading provides support for students at Mullion Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Embedding assessment practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>This funding for staffing was combined with Covid ILSP funds to provide all students with targeted small group tuition to address areas identified as requiring intervention. The schools data informed practice ensured groups were homogenous and as an outcomes there was increased student confidence in literacy and numeracy activities and increased growth in students literacy and numeracy results across school as measured using baseline data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>This funding for staffing was combined with Covid ILSP funds to provide all students with targeted small group tuition to address areas identified as</p>

Low level adjustment for disability \$18,362.81	requiring intervention. Continued identification and support for identified students in literacy and numeracy.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	33	32	42	40
Girls	25	24	23	31

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.4	96.3	95.6	93
1	92.3	95.9	93.9	95.3
2	96.7	90.8	93.7	93.5
3	96.4	95.8	93.5	92.8
4	97	93.7	94	96.1
5	95.3	95.8	88.8	96.1
6	95.2	92.9	93.6	92.9
All Years	96	94.9	93.6	94.1
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

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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)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.51

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	146,304
<b>Revenue</b>	945,689
Appropriation	924,109
Grants and contributions	20,968
Investment income	212
Other revenue	400
<b>Expenses</b>	-934,041
Employee related	-827,690
Operating expenses	-106,351
<b>Surplus / deficit for the year</b>	11,648
<b>Closing Balance</b>	157,951

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	120,407
<b>Equity Total</b>	34,242
Equity - Aboriginal	2,542
Equity - Socio-economic	13,337
Equity - Language	0
Equity - Disability	18,363
<b>Base Total</b>	692,025
Base - Per Capita	16,024
Base - Location	1,320
Base - Other	674,682
<b>Other Total</b>	23,996
<b>Grand Total</b>	870,670

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The school, over the course of the year, sought parents/carers, students and community feedback through formal and informal ways. The Tell then From Me survey was used for students in Years 4-6. This survey is initially completed early in the year prior to the implications of Covid and is then repeated towards the end of the year.

The TTFM Student Survey is designed to provide an insight to guide school planning and help to identify school improvement initiatives. The survey consisted of a number of questions and was completed by 19 students 3 in Year 4, 11 Year 5 and 5 in Year 6. Due to the small numbers in some years the data is not included.

2021 saw a decline in many areas as reported by students across the year. The greatest declines were in:

- Participate in sports
- Sense of Belonging
- Positive Relationships
- Interest and Motivation

All areas in Drivers of Student Outcomes showed decreased of 0.3-1.3 with the greatest difference being Positive Teacher-Student Relations and Positive Learning Climate

Increases across the year were noted in

- Participate Extracurricular Activities
- Effort

Over 84% of students indicated yes if students are being bullied or see someone else being bullied, they know where they can go for help

This information will be used in school planning for programs to address areas identifies and to support students following a number of years of the impact of Covid and associated restrictions.

During the Learning from Home times parents and carers thoughts and reflections were obtained. The Mullion Creek community has limited internet coverage so the school obtained feedback on:

- Electronic packages of work and paper based packages
- Zoom connections
- Other comments

17 responses were received and all respondents were supportive of the schools' efforts to support families during this challenging time.

Paper based packages of work were preferred by over 98% of parents reasons provided being:

- limited accessibility to technology,
- computers are not getting carried around the house to ask what to do next.
- unable to connect due to internet coverage, and
- it is much easier to open a booklet than the multiple hurdles required to complete on-line work. A mix of an-line and paper packs is good and allows children to touch base with their class.

Zoom connections were supported by 95% of parents to allow questions to be answered and students to connect with peers. The use of Zoom for class instruction was not fully supported. Respondents cited many reasons for this including:

- managing a number of children at home,
- poor connectivity,
- own poor technology skills and
- house technology being used by older siblings.

Other comments identified included:

- request for individual student follow up with phone support,
- videos on how to do tasks have been useful and PM reader and study ladder is great.
- the content seems to be just the right amount and not too hard for either of us.
- students struggling with being at home and getting work completed.

In response to feedback the school provided times tables for each group, used paperback packages, implemented differing Zoom sessions questions and support and socialisation and each family was support in to have their individual needs met during this very challenging time.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.