

# 2021 Annual Report

## Mummulgum Public School



Nurturing the gift  
that is the individual

2671

# Introduction

The Annual Report for 2021 is provided to the community of Mummulgum 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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Mummulgum Public School

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## School vision

Mummulgum Public School empowers students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners who participate in and contribute to the world. Our students practise the core values of: respect, tolerance, inclusion, resilience, equity and excellence.

At MPS we prepare young people for rewarding lives in an increasingly complex world. We are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

We are also committed to achieving the Department of Education Strategic Goals:

1. All children make a strong start in life and learning and make a successful transition to school.
2. Every student is known, valued and cared for in our schools.
3. Every student, every teacher, every leader and every school improves every year.
4. Every student is engaged and challenged to continue to learn.
5. All young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.

## School context

Mummulgum Public School, established in 1901 is a small rural school located in the Northern Rivers region of North Coast New South Wales.

We acknowledge the Wahlubal people of the Bundjalung Nation as the traditional custodians of the land on which we learn together.

The 2021 enrolment is 14 students. The school consists of a 3-6 multi stage class and K-2 multi stage class which operates 5 days per week during 2021. The school's Resource Allocation Model (RAM) is used to provide teaching staff to support dedicated K-2 and 3-6 classes as well as additional Learning Support in the classroom.

Our Family Occupation and Education Index (FOEI) has a value of 121.

The ACARA My School Index of Community Socio-Educational Advantage (ICSEA) value is 888 .

MPS is an Early Action for Success (EaFS) Phase 2 school under the Small Schools Strategy with 0.2 support from an Instructional Leader.

The schools identifies future improvement in the areas of: curriculum, assessment, student performance, data skills and use and wellbeing.

The schools motto is "Nurturing the gift that is the individual" and our core expectations are "Be Safe, Be Fair and Be a Learner".

Mummulgum Public School is a proud member of the Community of Learning Among Small Schools (CLASS) Professional Learning Community.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

Student growth and attainment will be achieved through evidence informed best practice supported by data informed systems and processes

### 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 Informed Practice
- Evidence Informed Teaching Practice

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$6,000.00

**Literacy and numeracy:** \$2,494.96

**Professional learning:** \$2,000.00

**QTSS release:** \$2,242.36

### Summary of progress

Our focus for 2021 was on the use of data informed practice and evidence informed teaching practice.

Whole staff professional learning utilised the "What Works Best" resource to explore and identify current strengths and areas for future growth.

Due to a year of circumstances the staff was unable to complete the CESE "What works best: Use of data to inform practice" professional learning . This professional learning is planned to be completed during 2022.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• An increase in the percentage of students achieving the top two bands in NAPLAN Reading to meet the system negotiated lower band targets.</li><li>• An increase in the percentage of students achieving the top two bands in NAPLAN Numeracy to meet the system negotiated lower band targets.</li></ul>	<ul style="list-style-type: none"><li>• A decreased in percentage of students achieved in the top two skill bands for reading</li><li>• A decreased in percentage of students achieved in the top two skill bands for numeracy</li></ul> <p>Individual student progress is reported directly to parents and carers throughout the year.</p> <p>Due to the small size of the cohort actual percentages cannot be reported.</p>
<ul style="list-style-type: none"><li>• An increase in the percentage of students achieving expected growth in NAPLAN Reading between the lower and upper bound system negotiated target.</li><li>• An increase in the percentage of students achieving expected growth in NAPLAN Numeracy between the lower and upper bound system negotiated target.</li></ul>	<ul style="list-style-type: none"><li>• The proportion of Year 5 students achieving expected growth in NAPLAN literacy has decreased.</li><li>• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased.</li></ul> <p>Individual student progress is reported directly to parents and carers throughout the year.</p> <p>Due to the small size of the cohort actual percentages cannot be reported.</p>
<ul style="list-style-type: none"><li>• An increase in the percentage of</li></ul>	<ul style="list-style-type: none"><li>• An increase in the percentage of students achieving at or above their</li></ul>

students achieving at or above their appropriate year level using the Literacy and Numeracy progressions in Understanding Texts and Quantifying Numbers

- An uplift in the percentage of students with Personalised Learning & Support plan towards achieving their SMART goals.

appropriate year level using the Literacy and Numeracy progressions in: Understanding Texts-

Quantifying Numbers -

- The percentage of students with PLP's achieveing SMART goals has shown growth.

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

Consistent and systemic processes to support whole school wellbeing and learning.

### Initiatives

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

- Attendance and Engagement
- Whole School Wellbeing

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$7,046.23

**Location:** \$2,136.39

**Professional learning:** \$2,689.77

**Aboriginal background:** \$4,534.41

### Summary of progress

Our focus for 2021 was attendance and engagement, and whole school wellbeing.

Attendance and engagement lacked consistency and growth due to the circumstances of 2021. In 2022 we plan for a whole school practice that will enhance student attendance, celebrating the consistency of attendance.

Whole school professional learning on Smiling Minds was completed and implemented into classrooms during term 4. This initiative showed a positive outcome reported by parents and students in developing wellbeing daily practices. This will be fully implemented in 2022 as a daily practice to increase the expectations of success, advocacy, and sense of belonging.

### 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
• We will achieve an uplift of students attending 90% of the time	Number of students attending 90% of the time has decreased due to 2021 circumstances.
• Student data from Tell Them From Me survey show improved school mean in Expectations for Success, Advocacy, and Sense of Belonging from 2020 data.	Data from 2021 Tell Them From Me does not accurately reflect the students positive sense of wellbeing, expectations for success, advocacy, and sense of belonging at school due to long term impact of 2021.
• Student data from Tell Them From Me survey show improved school mean in Positive Relationships from 2020 data.	2021 Tell Them From Me survey does not accurately reflect the student and parent positive relationships data due to long term impacts of 2021.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,212.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mummulgum 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>• 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 provide K-2 classroom support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The formation of a K-2 classroom 5 days a week to support the K-2 learning program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to utilise this funding in this way, ensuring targeted support for K-2 students.</p>
<p>Aboriginal background</p> <p>\$4,534.41</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mummulgum 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>• Whole School Wellbeing</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>• employment of specialist additional staff to support Aboriginal students</li> <li>• Create a Yarning Circle</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Due to the circumstances of 2021 this project was unable to proceed which resulted in a slight underspend of this funding.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Engaging and welcoming families through a yarning circle which will be resourced in-line with the carry forward policy.</p>
<p>Low level adjustment for disability</p> <p>\$29,470.23</p>	<p>Low level adjustment for disability equity loading provides support for students at Mummulgum 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>• Attendance and Engagement</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom.</li> </ul>



<p>Low level adjustment for disability</p> <p>\$29,470.23</p>	<p><b>The allocation of this funding has resulted in:</b> Targeted support for identified students and their needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to provide this support which is encouraging students to improve academically and with self confidence.</p>
<p>Location</p> <p>\$2,136.39</p>	<p>The location funding allocation is provided to Mummulgum 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>• Attendance and Engagement</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>• "Coding Together" - a students and parents workshop for students to engage their parents in each of the 6 coding tasks</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased parent awareness of teaching and learning coding experiences students K-6 are provided.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This event was very successful with many positive comments/ feedback, and support for future events similiar.</p>
<p>Literacy and numeracy</p> <p>\$2,494.96</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mummulgum 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>• Data Informed Practice</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>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Due to the circumstances of 2021 this project was unable to proceed which resulted in a slight underspend of this funding.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This PL is planned to be utilised during 2022.</p>
<p>Early Action for Success (EaFS)</p> <p>\$88,139.06</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Mummulgum Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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 initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Mummulgum PS is the base school and holds funding for the other 2</p>

<p>Early Action for Success (EAfS)</p> <p>\$88,139.06</p>	<p>schools which are part of the group of school</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The EAfS support will change to APC&amp;I.</p>
<p>QTSS release</p> <p>\$2,242.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mummulgum 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>• Evidence Informed Teaching Practice</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>• support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff regularly collaborating and discussing identified students needs and planning for growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to utilise this professional dialogue opportunity.</p>
<p>COVID ILSP</p> <p>\$22,424.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><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 and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Explicit teaching and learning in literacy and numeracy for identified students and their specific needs</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The small group teaching will continue with a similar structure.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	14	9	6	8
Girls	8	7	10	7

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.1	89.6	85.9	93.3
1	95.5	87.9	94.3	91.2
2	96.8	88.6	91.8	90.3
3	84.1	90.6	92.7	91
4	95	50	95.5	
5	87.9	91.9	95.4	96.8
6	87.5	88.3	88.8	88.4
All Years	90.5	89	92	91.8
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	
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)	0.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <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>	195,230
<b>Revenue</b>	513,101
Appropriation	501,017
Sale of Goods and Services	1,680
Grants and contributions	8,323
Investment income	98
Other revenue	1,983
<b>Expenses</b>	-523,317
Employee related	-463,694
Operating expenses	-59,623
<b>Surplus / deficit for the year</b>	-10,216
<b>Closing Balance</b>	185,014

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>	0
<b>Equity Total</b>	45,216
Equity - Aboriginal	4,534
Equity - Socio-economic	11,212
Equity - Language	0
Equity - Disability	29,470
<b>Base Total</b>	312,647
Base - Per Capita	3,944
Base - Location	2,136
Base - Other	306,566
<b>Other Total</b>	128,730
<b>Grand Total</b>	486,593

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

TTFM 2021 surveys

Due to the small cohort of numbers the teacher & student responses are unavailable.

The Parent- Carer survey indicates an overall strong & positive support of our school.

Areas where the school mean was above the NSW Gov Primary Norm:

- Parents feel welcome
- Parents are informed
- Parents support learning at home
- School supports learning
- School supports positive behaviour
- Safety at school
- Inclusive school

# 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.