

# 2022 Annual Report

## Mudgee Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Mudgee 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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## School vision

At Mudgee Public School we are confident, engaged lifelong learners.

We are committed to providing a quality and equitable education.

Everyone belongs and is valued. Every student succeeds and thrives.

## School context

Mudgee Public School has an enrolment of approximately 585 students and a proud tradition of providing quality public education since 1855. Currently, there are 22 mainstream classes, and 6 support classes for students with a variety of additional needs. The school serves a diverse rural community with a large range of SES. We have an Aboriginal population of approximately 18% and are building a strong relationship with the Mudgee AECG. The school is an integral member of the Cudgegong Learning Community.

The school focuses on providing a rounded education with a strong focus on curriculum differentiation, wellbeing, learning and support. Extra-curricular opportunities in Creative and Performing Arts, Sport and Leadership, enable our students to excel through a range of different experiences.

The whole school community, including staff, students, parents and the AECG were consulted during the Situational Analysis and following Strategic Improvement Plan processes. These processes along with the External Validation in 2020 have identified areas for improvement in three broad areas: Student Growth and Attainment in Literacy and Numeracy; Inclusive and Equitable education; Collaborative and Continuous Improvement.

Student Growth and Attainment in Literacy and Numeracy will be achieved through the development of teacher informed practices including consistent assessment, data collection and use, success criteria and learning intentions to deliver quality differentiated instruction. NAPLAN analysis, Check In Assessment results and internal data highlighted the need for improvement in Numeracy, Reading and Writing. Instructional leaders on each stage and professional learning around best practice in these domains will be used to upskill teachers and achieve system negotiated and school targets. The Literacy and Numeracy focus groups and External Validation collectively identified the need for consistent explicit teaching, collection and use of data and assessments across K-6.

Mudgee Public School has an existing culture of inclusive and equitable education. This can be further enhanced through new wellbeing initiatives. The Situational Analysis and External validation process highlighted that we excel in this area although there is a need for evaluative practices to measure the impact and effectiveness of our programs. The Forge Wellbeing program will be rolled out across the school to gather wellbeing data, beginning with Stage 3. Parents as Partners in Learning and improved parental communication processes will further enhance an inclusive and equitable education for the whole school community. To also ensure Mudgee Public School is culturally safe and aware, an Aboriginal Education focus will be a priority. Through the forming of an Aboriginal Education committee and ongoing relationship building with the local AECG and Wiradjuri peoples all students and staff will have the opportunity to build their knowledge and experiences in this area. Transitions and integration across the school will continue to improve. Through these initiatives all students will achieve a greater sense of belonging.

High expectations and ongoing improvement are priority values at Mudgee Public School. Teachers currently work collaboratively in a variety of teams to maximize quality teaching and learning, this was highlighted in the Situational Analysis as a strength but will continue to be further developed. The Teacher Leaders program initiative will upskill identified teachers through professional learning and mentoring and offer opportunities to take on further responsibility within the school. Executive staff will be given the role of Instructional Leaders to improve classroom practice. Involvement in the Social Ventures program will be an area for partnerships and connections to be developed where teachers will work collaboratively with like schools around Australia.

## 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Every student shows growth every year through research informed and data driven, high quality teaching 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.

- Evidence-Informed Teaching of Literacy and Numeracy
- School-wide Assessment and Data Driven Practices
- Curriculum Reform

### Resources allocated to this strategic direction

**Socio-economic background:** \$32,000.00

**AP Curriculum & Instruction:** \$240,913.00

**Professional learning:** \$10,000.00

**Low level adjustment for disability:** \$105,000.00

**Aboriginal background:** \$15,000.00

### Summary of progress

Extensive High Impact Professional Learning (HIPL) has been completed by K-6 staff in 2022 in the areas of Literacy and Numeracy. The 2 Assistant Principal Curriculum and Instruction (APC&Is) have led much of this learning, particularly in the implementation of the new curriculums and in Additive Thinking. Student outcomes have improved across K-6 in Additive Thinking and most staff are implementing activities from the Universal Resource Hub to support this learning. Staff report a greater understanding of teaching Additive Strategies to students and pleasingly see a greater student engagement in Maths. While Naplan data showed an improvement in Year 3 Numeracy results, there was a decrease in overall results for Year 5 students. Student growth is expected in 2023 in Numeracy as a result of the impact of twelve months of HIPL in Additive Thinking throughout the school and increased student engagement. The APC&Is will continue to deliver HIPL in Reading throughout 2023 to improve these reading results. Analysis of the reading results in Year 5 show a greater need in Comprehension, Spelling and Vocabulary outcomes. Teacher and student resources in these areas have been purchased to implement in 2023 to further improve outcomes.

Teacher Learning Communities (TLCs) have continued to provide a collaborative environment for staff from mixed stages, to build knowledge in Visible Learning and share formative assessment ideas and strategies. Further professional learning is needed in 2023 to further develop knowledge and understanding in effective analysis of assessment data, tracking and use. Small group intensive support, targeting student improvement in Literacy and Numeracy was impacted by staff shortages. However, Check-In Assessment data and school based assessments have shown growth for the majority of these targeted students. All teachers are contributing to gathering and analysing data. Everyone has had the opportunity to attend professional learning in data analysis around NAPLAN data, and use. APC&Is have worked with teachers to analyse data and plan for learning using Plan 2 tracker and the Progressions. This professional learning will continue in 2023.

The APC&Is have delivered ongoing professional learning in curriculum reform. Teachers are at varying levels of the engagement and embedding phases. Year 1 teachers self selected to be a part of the trial for the new English and Maths curriculums this year. The APCI K-2 supported these teachers to embed the new units of work into their classes. This enabled our school to engage in these new curriculums and build staff capacity to support the implementation of the new curriculums in 2023. In 2023, the APC&Is will continue to build staff capacity in the new curriculums. Designated intensive curriculum time will be planned for one day a week, enabling all teachers to receive small group stage sessions with their APC&I at least four times a term.

### 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
Improvement in the percentage of students achieving in the top 2 bands in	Our targets in reading slightly decreased by about 1% to 35.84% in the top two bands. Our Y3 cohort scored strongly in Reading with 54% of students

NAPLAN Reading, by 7% .	in the top to bands in 2022. Our Year 5 cohort slightly declined with 28% of students scoring in the top 2 bands in 2022.
Improvement in the percentage of students achieving in the top 2 bands in NAPLAN Numeracy by 7%.	Our targets in Numeracy improved by about 2% to 20.12% in 2022 of students in the top two bands. Our Year 3 cohort scored pleasingly in Numeracy with 28% of students in the top two bands. Our Year 5 cohort had 13% of students in the top two bands in Numeracy, a decline from 2021.
• Increase the percentage of Aboriginal students in the top three bands in NAPLAN Reading by 5% .	Our results for Aboriginal students were pleasing, increasing by about 6% to 35.48% in 2022. Although this result is still below target.
• Increase the percentage of Aboriginal students in the top three bands in NAPLAN Numeracy by 6%.	Our Numeracy targets for Aboriginal students remain on track. Although there was a slight decline in results, by 1%, these results are meeting the lower bound annual trajectory.
Increase in the percentage of expected students achieving growth in Reading by 3%. .	Student growth cannot be calculated for 2022 as the NAPLAN test was not administered in 2020. Check In Assessment data reflects growth in Reading for the current Year 4 cohort from 53.1% of questions correct in 2021 to 55.1% of questions correct in 2022. The current Year 5 cohort scores slightly decreased from 49.9% in 2021 to 45.7% in 2022.
Increase in the percentage of expected students achieving growth . Increase in number of students achieving expected growth in Numeracy by 3%.	Student growth cannot be recorded for 2022 as the NAPLAN test was not administered in 2020. Check In Assessment data reflects growth in Numeracy for the current Year 4 cohort from 53.1% of questions correct in 2021 to 58.5% of questions correct in 2022. The current Year 5 cohort scores decreased from 54.6% of questions correct in 2021 to 45.4% of questions correct in 2022.
Learning Intentions and Success Criteria are incorporated in 95% of classrooms in literacy and numeracy.  50% of students can articulate the LISC.  School self-assessment of the elements "Data Skills and Use" and "Assessment" indicates improvement to Sustaining and Growing	Learning Intentions and Success Criteria are incorporated into at least 87% of classes as recorded in the Staff Snapshot data in Term 4. It must be noted that not all staff completed this snapshot but confidence to use Learning Intentions and Success Criteria is very high.  Less than 50% of students are articulating the Learning Intention and Success Criteria.  School self-assessment of Assessment indicates improvement to Sustaining and Growing.  School self-assessment of Data Skills and Use indicates improvement to Sustaining and Growing.
80% of staff display confidence and competence to:  - Implement evidence-informed teaching practices  - use the progressions and data to inform practice  - provide high quality-differentiated learning experiences	88% of staff display confidence to implement evidence informed teaching in Numeracy and 96% of staff feel confident in teaching Reading .  34.6% of staff feel confident to use Plan 2 data to analyse achievement and inform teaching. 92% of responses said that data has driven their teaching during 2022.  92% of staff report feeling confident or extremely confident to differentiate the curriculum, although these areas are predominantly in English and Maths.

## Strategic Direction 2: Inclusive and Equitable Education

### Purpose

Support students to have equitable access to their education in order to connect, succeed and thrive in a safe, respectful, culturally aware and inclusive environment.

### 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.

- Aboriginal Education
- Parent and community engagement
- Wellbeing

### Resources allocated to this strategic direction

**Aboriginal background:** \$95,000.00

**Socio-economic background:** \$88,500.00

### Summary of progress

Very positive progress was made this year with initiatives to support students to have equitable access, inclusive and equitable education. Our Aboriginal Education activities have been very popular among students and parents, with a pleasing increase in the number of parents and carers engaging in their child's Personalised Learning Pathways (PLPs). The PLPs were further improved in consultation with the local Aboriginal Education Consultative Group (AECG) representative and from parent feedback, to ensure that the goal planning process was inclusive, engaging and culturally appropriate for all families. The Aboriginal Education team grew and the confidence levels of staff to deliver culturally appropriate learning was greatly supported by our passionate Aboriginal Education coordinator. Aboriginal student data showed pleasing improvements in Reading and steady improvement in Numeracy.

Parents were welcomed back into our school in 2022 and we experienced huge support at all school events. Many opportunities across the year for annual activities such as the Parent Information Evening, Easter Hat Parade, Sporting Carnivals, Special Assemblies, Presentation Day, BBQs etc saw overwhelming support from parents and carers. The Fathering Project was a hugely successful launch, as was the invitation to parents to attend the NAIDOC BBQ. During Education Week Open Day, 252 students had parents visit their class. The launch of the Fathering Project was very successful with 128 fathers attending. The Mothers Day and Fathers Day breakfasts were attended by more than 200 parents. Kinder Information sessions were strongly supported.

Despite attendance levels of students above 90% decreasing in 2022, a thorough system continues to be used to monitor attendance throughout the school. COVID restrictions, isolation rules and sickness impacted the attendance rates throughout the year. The Tell Them From Me student survey data was slightly below the state norms, however, the Forge Wellbeing (wellbeing monitoring tool) survey data in November reported a very pleasing improvement in student wellbeing. The positive impact of the interventions by the Wellbeing teacher, the Chaplain, the new Wellbeing Hub resource and student mentors have attributed greatly to these results. All teaching staff were given feedback data after these surveys, and students with low wellbeing results were targeted for support. Transition Programs continue to be successful with pleasing attendance at the Kinder Jolly Gym and Mudgee Beginners programs with all students attending, enrolling in the school. Kindergarten teachers reported a very smooth transition for the students. Year 6 transition continued with class groups visiting a variety of high school classes after the success of this implementation in 2021. The students reported very positively of their experiences, and great relationships were established with high school staff and peers.

### 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 in the proportion of students attending school more than 90% of the time, by at least 3.8%	In 2022 the students attending school more than 90% of the time was at 43.1%.

<ul style="list-style-type: none"> <li>The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at school increases beyond state norms on <i>Tell Them From Me</i> Data.</li> </ul>	<p>Student Advocacy is at 83% above the state score of 69%.</p> <p>Student Success is at 88% above the state score of 84%.</p> <p>Student Belonging is at 60% slightly down from the state of 64%.</p>
<p>Forge Wellbeing wellness reports are used effectively in 80% of classrooms to monitor and proactively address student wellbeing.</p> <p>Data is analysed at a Stage and Executive level and informs future interventions and planning.</p>	<p>All classes are collecting Forge Wellbeing data. Teachers are encouraged to analyse the data and suggested strategies are given for low scoring students. Data is analysed at executive level and future interventions are planned. The Wellbeing teacher communicates results of the data with teachers and the Learning Support Team (LST), and interventions are addressed.</p>
<p>70% of students surveyed on Forge Wellbeing's wellness report, score at or above 80%</p>	<p>88% of classes scored at or above 80% in the forge Wellbeing Wellness Report. Wellbeing practical strategies have been popular in many classrooms and the data has been shared with all classes. Students who scored below 80% were targeted for individual support, using the Wellbeing teacher, small group intervention with the Chaplain and Mentors.</p>
<p>Increase of 5-10% of parents attending parents as partners in learning opportunities</p>	<p>Approximately 50% or more parents attended school events to be partners in their children's learning.</p>
<p>60% of Aboriginal and Torres Strait Islander parents are engaged with their child's Personalised Learning Pathway</p>	<p>More than 100 parents attended the Yarn and Cuppa afternoon to engage in their child's Personalised Learning Pathway (PLP). The Naidoc Week BBQ for parents was a huge success.</p>



## Strategic Direction 3: Collaborative and Continuous Improvement

### Purpose

To develop and strengthen our school culture through building leadership capacity in staff and students and embedding collaborative practice.

### 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.

- Building Staff Capacity
- Collaborative Practice

### Resources allocated to this strategic direction

**QTSS release:** \$10,000.00

**Professional learning:** \$30,500.00

### Summary of progress

Extensive High Impact Professional Learning (HIPL) has been completed in 2022 across K-6 to build staff capacity. Each term the Professional Learning Schedule was planned to ensure differentiated learning was delivered and appropriate to the needs of the staff and reflected the student data. The K-2 staff have been developed in the new English K-2 curriculum throughout the year by the APC&I. All staff have completed Additive Thinking professional learning to improve student outcomes in Numeracy. Staff have reported a better understanding of Additive Thinking and all students have developed in the use of additive strategies in Maths and internal student data shows improvement in this area. The APC&Is will continue to deliver professional learning in 2023 to implement the new English and Maths curriculums and other needs based learning. Additive Thinking professional learning will continue to be a focus for improving staff capabilities and Numeracy outcomes across K-6.

The Teacher Learning Communities (TLCs) have continued to be successful and highly valued by staff members. The aspiring leaders leading these groups have improved their confidence and skills in leading and all staff have a greater understanding of Visible Learning and its effects on student outcomes. Two of the aspiring leaders secured permanent positions as Assistant Principals within the school and one as Principal in a local small school. The aspiring leaders have also had the opportunity to lead initiatives in the school in areas including wellbeing, transition, parents as partners and curriculum. This program will continue in 2023 with newly identified aspiring leaders taking on roles within the school.

The leadership team have all had the opportunity to engage collaboratively with other schools and leaders through the Social Ventures Program and the Cudgegong Learning Community (CLC). The Social Ventures Australia (SVA) program held gatherings in Adelaide, Sydney, South Coast and Mudgee, enabling valuable connections and sharing with other schools. Evidence based presentations in Wellbeing, Leadership, Research and Data Collection for Planning and Community and Family Partnerships were delivered throughout the year. Ideas, discussions, resources and connections enabled planning and implementation to enhance our programs at Mudgee PS. We will continue to engage with the Social Ventures program and be a part of the Cudgegong Learning Community in 2023 to build collaborative practice beyond the school.

### 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
80% of staff display confidence and competence in engaging in effective collaborative practice within the school.  Staff engage in stage and cross stage collaboration to enhance teaching practices and learning experiences for students.	89% of staff have found the collaborative TLC workshops beneficial.  All staff have engaged in collaborative stage and across stage practices to enhance teaching and learning during TLC groups, stage meetings or other professional learning opportunities.  The leadership team have all had the opportunity to engage collaboratively with other schools and leaders through the Social Ventures Program and the Cudgegong Learning Community.

<p>The Leadership team engage in collaborative activities with other schools and leaders to enhance school planning and implementation</p>	
<p>Teachers willing to be coaches and those seeking mentoring are identified and matched to ensure ongoing and targeted support. Whole school formalised program of coaching and mentoring support for ongoing development of beginning teachers, experienced teachers and aspiring leaders</p>	<p>Mudgee PS had two inexperienced/beginning teachers in 2022. These teachers were matched with experienced mentors and also supported by executive leaders. Aspiring Leaders were supported by the executive team and encouraged to take leadership roles across the school such as TLC leaders. A whole school program for coaching and mentoring support is yet to be formalised but the Teacher Learning Communities program and Beginning Teacher mentors have supported teacher and leader development.</p>
<p>There is uplift in self-assessment of data collected in the High-Impact Professional Learning Self-Assessment Tool to suggest the school is moving from delivering to sustaining and growing across all five elements</p>	<p>Throughout 2022, High Impact Professional Learning has been a focus. Many opportunities have been given to staff to engage in this learning and development. The Professional Learning schedule was planned to ensure HIPL was delivered every week by either the executive team, Aspiring Leaders or outside agencies.</p> <p>The High Impact Professional Learning Self-Assessment Tool shows an uplift from delivering to sustaining and growing in four of the five elements.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$103,590.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mudgee 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>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The students with specific learning and wellbeing needs received personalised support. Individual Education Plans were developed by teachers and implemented in conjunction with Student Learning Support Officers (SLSOs).</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the identified students needing individualised learning goals will continue to be supported by SLSOs.</p>
<p>Socio-economic background</p> <p>\$515,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mudgee 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>• Evidence-Informed Teaching of Literacy and Numeracy</li> <li>• Parent and community engagement</li> <li>• Wellbeing</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>• employment of additional staff to support Student Intervention program implementation.</li> <li>• professional development of staff through Student Intervention programs to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased staff across the school to implement learning and wellbeing programs including teaching positions, administrative positions and external providers. The Community Liaison Officer successfully implemented wellbeing and engagement activities to support parent engagement and welfare of families across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Speech Therapist Program is highly valued and will continue in 2023. We will continue to expand our Wellbeing programs and interventions to support all students.</p>
<p>Aboriginal background</p> <p>\$170,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mudgee 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>Aboriginal background</p> <p>\$170,000.00</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 of Literacy and Numeracy</li> <li>• Aboriginal Education</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>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• Aboriginal resources for all classrooms and playgrounds across the school</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• Yarn and Cuppa Afternoon</li> <li>• Purchasing of resources and equipment for NAIDOC and general educational use. E.g. Yarning Circle mats</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students completed a Personalised Learning Pathway in consultation with parents and /or classroom teacher. The majority of Aboriginal parents attended Yarn and Cuppa afternoon and NAIDOC BBQ. Classrooms and playgrounds are more culturally inclusive with the purchase of resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review the PLP process to further improve parent engagement. Continue the Yarn and Cuppa afternoon. Continue Professional Learning for all staff to build capacity in understanding and implementing culturally inclusive programs into the classroom. We are also aiming to take our whole school to an excursion on Country with local AECG to further enrich learning experiences for all students.</p>
<p>English language proficiency</p> <p>\$15,101.90</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mudgee 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>• 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>• withdrawal and in-class lessons for small group (developing) and individual (emerging) support</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted students improving English vocabulary and completion of activities that support their learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of this model of support with new students.</p>
<p>Low level adjustment for disability</p> <p>\$273,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mudgee 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>• Evidence-Informed Teaching of Literacy and Numeracy</li> </ul>

<p>Low level adjustment for disability</p> <p>\$273,000.00</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>• employment of LaST and interventionist teacher and professional learning for these teachers to complete training in assessment and analysis of data in Numeracy</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• Professional Learning for SLSOs in intensive intervention programs including MiniLit, MultiLit and MacqLit</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching and support staff have been up skilled to deliver and assess evidence based intervention programs to support identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing professional learning for teaching and support staff will continue in 2023 to enable quality interventions and support for targeted students.</p>
<p>Location</p> <p>\$19,000.00</p>	<p>The location funding allocation is provided to Mudgee 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> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Equitable education for all students. Close to 100% of students in each stage were able to attend their grade based excursion. Funding was used to cover travel costs to these excursions which has seen a significant rise in price from transport companies, as well as increase in fuel prices. Technology resources were purchased for classrooms to ensure all students have access to up to date technology for their learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to subsidise excursions and increase technology resources to ensure all students have equitable access to learning.</p>
<p>Professional learning</p> <p>\$58,345.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mudgee 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 of Literacy and Numeracy</li> <li>• Collaborative Practice</li> <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>• Existing trained staff provide professional learning for SLSOs in specific targeted programs such as MiniLit and MacqLit to support targeted students with reading based support needs.</li> <li>• Learning and Support Teacher (LaST) worked with small groups of students requiring intervention in Literacy and Numeracy based on data</li> <li>• Phonological awareness data informed speech pathologist/assistant small group intervention.</li> </ul>

<p>Professional learning</p> <p>\$58,345.00</p>	<ul style="list-style-type: none"> <li>• Participation in Social Ventures Australia - The Connection for Leadership Group</li> <li>• Release for teachers to participate in face-to-face and online Professional Learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved student outcomes in reading and vocabulary data for targeted students. Improved student data in Numeracy. Increase in staff up skilled in specific evidence based Literacy and Numeracy intervention programs. Leaders have had opportunities to expand connections and reflect on practices as a result of professional learning and networks provided through Social Ventures Australia.</p> <p><b>After evaluation, the next steps to support our students will be:</b> School Learning Support Officers (SLSOs) and teaching staff will continue to implement these specific interventions for targeted students in 2023. School leaders continue to collaborate with Connection schools to enhance learning experiences for all students at Mudgee PS.</p>
<p>QTSS release</p> <p>\$147,788.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mudgee 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>• Collaborative Practice</li> <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>• staffing released to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• Assistant Principals provided with additional release time to support classroom programs</li> <li>• Power Hour - Teaching staff allocated one additional hour of RFF per week to engage in professional learning, collaborative planning and engage with leadership team</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculums</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All teaching staff have had the opportunity to work one on one or in small grade groups with the APC&amp;Is to build their capacity in delivering quality Mathematics lessons and analyse assessment data to inform learning. Student outcomes have improved in Additive Strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Power Hour and Curriculum Reform time will be scheduled in 2023 to continue to provide extra Release From Face-to-Face (RFF) time to up-skill teaching staff by working closely with APC&amp;Is.</p>
<p>COVID ILSP</p> <p>\$293,106.00</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 2022.</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 to deliver small group tuition in Literacy and Numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>COVID ILSP \$293,106.00</p>	<p>COVID ILSP staff were difficult to secure and sustain due to staff shortages. Programs continued where possible and all students identified for support were able to receive some intensive support in Literacy and Numeracy. Targeted students showed improved outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted students will continue to be supported with differentiated classroom programs and COVID Intensive Learning Support if funded in 2023. Train more SLSO staff in evidence-informed intervention programs.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	359	359	345	318
Girls	318	311	302	305

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	93.4	91.2	86.7
1	91.4	91.9	91.0	87.2
2	93.8	92.1	90.1	87.9
3	93.8	95.0	90.6	86.4
4	92.6	92.8	90.2	83.4
5	93.8	91.3	90.1	86.0
6	93.0	92.5	88.9	84.9
All Years	93.1	92.8	90.3	86.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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
Deputy Principal(s)	1
Assistant Principal(s)	6.6
Classroom Teacher(s)	27.98
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	10.26
Other Positions	1

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	1,137,489
<b>Revenue</b>	8,597,895
Appropriation	8,379,172
Sale of Goods and Services	19,521
Grants and contributions	196,382
Investment income	2,819
<b>Expenses</b>	-8,843,554
Employee related	-7,420,929
Operating expenses	-1,422,626
<b>Surplus / deficit for the year</b>	-245,659
<b>Closing Balance</b>	891,829

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	103,509
<b>Equity Total</b>	979,229
Equity - Aboriginal	171,379
Equity - Socio-economic	516,962
Equity - Language	15,102
Equity - Disability	275,786
<b>Base Total</b>	5,597,123
Base - Per Capita	173,262
Base - Location	19,441
Base - Other	5,404,420
<b>Other Total</b>	1,031,296
<b>Grand Total</b>	7,711,157

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 conducted the Tell Them from Me surveys for students, teachers and parents/carers. These surveys provided valuable feedback on the school and the way students, staff and parents/carers engage.

## Student Survey

Areas of strength in the Student Survey included:

- Aboriginal students feeling good about their culture while at school
- Aboriginal students feeling their teachers understand their culture
- Our Year 5 cohort generally feeling more positive about school compared to their previous year

Opportunities for development in this domain include:

- Improving a positive sense of Belonging in students to feel accepted and valued by their peers and teachers. Continuing to embed anti bullying into our school throughout the year.

## Parent Survey

Areas of strength in the Parent Survey included:

- Parents feeling very welcome in the school
- Parents feeling informed about student progress and behaviour was above the state mean
- The school was inclusive

Opportunities for development in this domain include:

- Encouraging parents to talk to their children about their learning and any challenges at school

## Teacher Survey

Areas of strength in the Teacher Survey included:

- Teaching strategies and the confidence to use a variety of strategies that increase engagement
- Working with and being supported by school leaders
- The use of assessments to inform practice

Opportunities for development in this domain include:

- Sharing learning goals and student feedback with parents

The staff also completed staff snapshot surveys, mainly in relation to mapping confidence and the ability to carry out areas of focus in the Strategic Improvement Plan. Pleasing findings include:

- the increased confidence levels in staff to embed Learning Intentions and Formative Assessment in Maths lessons
- the benefits of collaborative practice in the Teacher Learning Communities to share and discuss new concepts with colleagues
- the increased number of teachers differentiating learning for their students

An area for improving confidence levels in teachers is the use of the Progressions to inform teaching.

# 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.