

# 2022 Annual Report

## Mullaley Public School



2660

# Introduction

The Annual Report for 2022 is provided to the community of Mullaley Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Mullaley Public School

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## School vision

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

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

Excellence, Innovation, Technology, Success

## School context

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

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

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

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Literacy and Numeracy
- High Expectations

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$20,677.28

**Integration funding support:** \$45,564.00

**QTSS release:** \$7,240.02

**Aboriginal background:** \$16,595.19

**Socio-economic background:** \$36,809.25

**AP Curriculum & Instruction:** \$30,114.20

**Location:** \$13,973.23

**Per capita:** \$9,349.16

**Literacy and numeracy:** \$1,600.00

**Professional learning:** \$523.50

### 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
Achievement of 2022 system-negotiated targets for NAPLAN reading: <ul style="list-style-type: none"><li>• Increased percentage of students achieving in the top 2 NAPLAN reading bands to be above 45%</li></ul>	<ul style="list-style-type: none"><li>• A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system negotiated target, however focus on this target has resulted in increased student fluency, reading expression and comprehension. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</li></ul>
Achievement of 2022 system-negotiated targets for NAPLAN numeracy: <ul style="list-style-type: none"><li>• Increased percentage of students achieving in the top 2 NAPLAN numeracy bands to be above 60%</li></ul>	<ul style="list-style-type: none"><li>• A decreased percentage of students achieved in the top two skill bands for numeracy indicating the school did not meet the system negotiated target, however focus on this target has resulted in improvement in student understanding of mathematical concepts and ability to independently attempt numeracy tasks. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</li></ul>
Improve attendance rate at 92% and above.	<ul style="list-style-type: none"><li>• The number of students attending school 90% of the time or more has decreased.</li></ul>
Increase the number of ATSI students achieving at the same level of statistically similar schools group for reading (36.95%).	<ul style="list-style-type: none"><li>• An increased percentage of ATSI students achieved at the same level or more of statistically similar schools group for reading.</li></ul>

## Strategic Direction 2: Effective differentiation

### Purpose

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

### Initiatives

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

- Effective differentiation
- Assessment Practices

### Resources allocated to this strategic direction

**Professional learning:** \$872.50

**Socio-economic background:** \$9,000.00

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Literacy and Numeracy programs will contain a strong component of effective differentiation for students of all abilities.	<ul style="list-style-type: none"><li>• Document analysis of learning programs indicate 92% of learning programs include evidence of adjustments made to accommodate individual student needs.</li></ul>
Literacy, Numeracy, HSIE and Science programs will contain a strong component of a range of formative and summative assessment that includes pre- and post assessments.	<ul style="list-style-type: none"><li>• Document analysis of learning programs indicate 90% of learning programs include a range of formative and summative assessment that includes pre- and post assessments.</li></ul>
90% (equal to or above) of students reporting positive wellbeing at school.	<ul style="list-style-type: none"><li>• Students reporting positive wellbeing outcomes has remained the same across the positive wellbeing measures.</li></ul>

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$1,396.00</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 Mullaley 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>• Literacy and Numeracy</li> <li>• Effective differentiation</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>            Having a casual teacher and temporary teachers have enabled classroom teachers to collaborate and engage in discussions with the APC&amp;I and Principal around programming and assessment. Staff PL after school have ensured all staff have an understanding of NAPLAN and Check-In assessment results, how to interpret them, how to implement this data in future programming and how trends will influence future scope and sequences and programs.            Accessing appropriate PL has assisted staff to implement not only a range of challenging tasks within the classroom, but also a range of tasks that suit a variety of learning styles across all KLAs. Having time for staff to observe each others practice as well as programs has encouraged staff to not only support, but begin extending their students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>            Having collaborative discussions and observing staff programs has ensured that staff have access to support to implement formative and informative assessments within everyday teaching. Staff have successfully implemented and analysed a range of formal assessments and how they may implement student results into their programming. Further PL needs to occur to ensure staff learn new programs, particularly those provided by external sources, and how to differentiate assessment to ensure all students can demonstrate their knowledge and abilities.            Effective differentiation has been implemented to a higher degree through teacher programming and strategies. Students are experiencing a range of activities that touch on various learning styles to ensure that they are engaged, challenged, and experience success in their learning. Further PL needs to be implemented to ensure all staff are confident in implementing differentiation for talented and gifted students through quality activities.</p>
<p>Integration funding support</p> <p>\$45,564.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mullaley Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><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>• Literacy and Numeracy</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> <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 the following impact:</b>            Students having access to an SLSO and other temporary teachers for small group and one-on-one support. This funding has also resulted in staff</p>

<p>Integration funding support</p> <p>\$45,564.00</p>	<p>accessing extra release time to organise Personalised Learning Plans and to collaborate with members from the LaST to ensure students are supported appropriately or in consultation with external services, such as Royal Far West or the Center of Effective Reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure that an effective timetable is implemented. This will allow students to access support daily, to have access to differentiated assessment, and to complete their individualised learning plans with adequate time. This will also allow staff appropriate release time to continue working on PLPs with parents and carers.</p>
<p>Socio-economic background</p> <p>\$45,809.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mullaley Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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>• Literacy and Numeracy</li> <li>• High Expectations</li> <li>• Effective differentiation</li> <li>• Assessment Practices</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>• professional development of staff through PLD and decodable readers to support student learning</li> <li>• employment of additional staff to support a 3 class structure implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of PL, particularly around phonological knowledge and writing skills at a whole school level has resulted in increased results around spelling knowledge and understanding of text structure. The PLD program and implementation of decodable readers and their corresponding activities for students from Years 3-6 has resulted in higher comprehension scores and are beginning to be implemented as intended with increasing staff understanding of these programs. The implementation of this knowledge and these programs has positively impacted teacher ability to implement quality, rich literacy tasks that assist in differentiation and improving student literacy outcomes. Having a 3 class structure has ensured all students have more access to teacher support, especially those who may be more dependent.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The PLD program and decodable reader program will continue across K-6. Further PL will be provided for writing to ensure all students experience success in this area. Literacy programs and their activities will be uploaded to online platforms to be easily accessible for those unable to attend onsite due to natural disasters or COVID-19 with students from K-6 explicitly taught how to implement these resources at school. We will continue with a 3 class structure into next year due to the impact it has had on supporting all students with their education and individual needs.</p>
<p>Aboriginal background</p> <p>\$16,595.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mullaley Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Literacy and Numeracy</li> </ul>



<p>Aboriginal background</p> <p>\$16,595.19</p>	<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 teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students having access to an SLSO and an additional teacher has resulted in students with individualised programs receiving adequate support to ensure they are experiencing success in mathematics. and literacy. It has allowed staff to have additional release to write and update Personalised Learning Plans for Aboriginal students to ensure that they are receiving appropriate support and goal planning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue providing Aboriginal students access to an SLSO and an additional teacher, as well as allowing staff extra release to complete and update Personalised Learning Plans.</p>
<p>Low level adjustment for disability</p> <p>\$20,677.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Mullaley Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><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>• Literacy and Numeracy</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 specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Engaging specialist staff to provide knowledge of literacy and mathematics programs, which has positively impacted teacher ability to implement quality, rich literacy and mathematical tasks that assist in differentiation and improving student literacy and numeracy outcomes. A Learning and Support teacher and SLSO have been implemented for small group and one-on-one tuition, providing students with extra support and learning opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue engaging a specialist in literacy and numeracy to ensure continued PL for teachers and ultimately student growth, particularly those with individualised learning plans. To continue engaging an SLSO and a Learning and Support teacher to provide support for students with individualised learning plans, and plans provided by external services such as Royal Far West and the Center of Effective Reading.</p>
<p>Location</p> <p>\$13,973.23</p>	<p>The location funding allocation is provided to Mullaley 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>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p>

<p>Location</p> <p>\$13,973.23</p>	<ul style="list-style-type: none"> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An additional teacher being hired on a temporary contract to continue the 3 class structure when the Teaching Principal requires release. This has allowed quality programs to be created and maintained, as well as further PL conducted.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue hiring an additional teacher to ensure students have access to a consistent 3 class structure with uninterrupted learning. This will also ensure that the Teaching Principal can continue their Lead Learner role in the school.</p>
<p>QTSS release</p> <p>\$7,240.02</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mullaley Public School.</p> <p><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>• Literacy and Numeracy</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 staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</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 the following impact:</b> Accessing appropriate PL has assisted staff to implement not only a range of challenging tasks within the classroom, but also a range of tasks that suit a variety of learning styles. Having access to decodable readers for 3-6 has assisted staff to differentiate for older students with age appropriate resources. Having time for staff to observe each others practice as well as programs has encouraged staff to not only support, but begin extending their students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Effective differentiation has been implemented to a higher degree through teacher programming and strategies. Students are experiencing a range of activities that touch on various learning styles to ensure that they are engaged, challenged, and experience success in their learning. Further PL needs to be implemented to ensure all staff are confident in implementing differentiation for talented and gifted students through quality activities.</p>
<p>COVID ILSP</p> <p>\$27,533.00</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/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A teacher being hired to conduct small group tuition sessions with students impacted by COVID-19. This time was spent ensuring students were caught up with current teacher programming, or for students who required additional support due to extended absences from COVID-19. or other</p>

<p>COVID ILSP</p> <p>\$27,533.00</p>	<p>illnesses, such as the flu.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue conducting small group tuition sessions for students not only impacted by COVID-19, but also for those afflicted by other illnesses or natural disasters, such as flooding.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Hiring an APC&amp;I for 0.2FTE (1 day per week) for their specialist knowledge and understanding.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The APC&amp;I has had significant impact on the quality of programs implemented. Staff understanding of writing skills, spelling knowledge, reading strategies and comprehension strategies has improved significantly after one-on-on PL with the APC&amp;I. This understanding is being reflected in programming and current teaching strategies during literacy session.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue having a specialist APC&amp;I attend our school for staff PL, particularly with a focus on mathematics and the changing syllabus outcomes for K-2 during 2023.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	28	25	23	23
Girls	17	16	14	16

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	98.0	85.8	80.2	79.3
1	93.3	90.8	85.9	89.3
2	92.5	90.8	90.5	84.5
3	93.6	89.1	93.0	91.8
4	93.2	92.0	90.6	88.2
5	91.7	89.1	91.5	88.1
6	91.4	93.1	94.5	88.7
All Years	92.9	90.2	90.1	87.7
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
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.42
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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>	29,678
<b>Revenue</b>	774,247
Appropriation	751,078
Sale of Goods and Services	27
Grants and contributions	22,807
Investment income	336
<b>Expenses</b>	-783,425
Employee related	-697,936
Operating expenses	-85,489
<b>Surplus / deficit for the year</b>	-9,178
<b>Closing Balance</b>	20,500

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>	45,564
<b>Equity Total</b>	108,010
Equity - Aboriginal	16,595
Equity - Socio-economic	70,738
Equity - Language	0
Equity - Disability	20,677
<b>Base Total</b>	522,541
Base - Per Capita	9,349
Base - Location	13,973
Base - Other	499,218
<b>Other Total</b>	51,716
<b>Grand Total</b>	727,831

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

Parent/caregiver, student and teacher opinions about the school were received during P&C meetings, phone calls, conversations and through paper format.

Staff implement a variety of methods to communicate with students and families about school events and student progress. The most successful method for school events was through online platforms, text messaging and school newsletters. Student progress was most successfully reported during teacher/parent conversations via phone calls and face-to-face discussions.

Mullaley Public School has a highly engaged P&C who frequently volunteer to raise funds through events such as athletic carnivals, clearing sales and crazy sock fundraisers. The P&C are frequently consulted in regards to school decisions and events to assist with school planning. During discussions with parents, it has become evident that families would like to more frequently celebrate student successes, such as by conducting more frequent assemblies.

Students completed a school based survey and engaged in regular student forums to raise issues or concerns. Students identified that they have positive relationships with others at school, but would like further opportunities to form relationships with others or to have spaces to themselves when feeling overwhelmed. Most students indicated that they demonstrated positive behaviours at school and understood the high expectations to which they are held. Other students were able to indicate a safe adult to consult when feeling overwhelmed or anxious, and were able to indicate strategies that can be implemented when feeling this way.

Staff interviews indicated that they are part of an inclusive environment that supports their practice. Some staff indicated significant challenges that they would like to improve through their Professional Development Plans, or would like to receive further professional learning in specific areas to develop their teaching practice.

# 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.