2022 Annual Report

Mullion Creek Public School

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Introduction

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

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

School contact details

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School vision

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

Students are our priority with the school promoting an environment reflective of high expectations for all students through staffs' continuing evidence-based practice.

School context

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

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

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

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

Student Attainment

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

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

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

Empowered and Successful

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Embedding assessment practices
- Data to inform practice

Resources allocated to this strategic direction

QTSS release: $6,000.00
Literacy and numeracy: $4,362.73
Professional learning: $6,000.00
Socio-economic background: $8,000.00
Low level adjustment for disability: $18,643.11

Summary of progress

Staff participated in professional learning in formative assessment and the use of triangulating data to inform where to next. Feedback was given to students so they could identify their own strengths and weaknesses. Staff also developed their skills in using SCOUT and PLAN 2 to improve tracking. All staff have increased confidence in using SCOUT, PLAN 2 and using internal data to inform teaching practice. These practices will continue to be embedded in 2023 with new processes instigated. A whole school approach to assessing students is implemented along with a whole school assessment scope and sequence which is used to inform teaching practice.

Need the second initiative

Ensuring evidence of anticipated individual student growth is attained will be a focus in 2023.

Embedding phonics across the school including the revision, development and implementation of a whole school scope and sequence across the school with a focus on the K-2 English syllabus will be a major priority. Scope and sequence using the new K-2 mathematics syllabus will also be developed. Modification of teacher practice to reflect the change in syllabus will be the focus of professional learning.

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 and continue to exceed the upper bound target 64.4% for the proportion of students achieving in the top two NAPLAN reading bands	A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase and continue to meet and exceed the lower bound target of 60.4% top two NAPLAN numeracy bands	A decreased percentage of students achieved in the top two skill bands for numeracy indicating the school did not meet the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Expected growth unavailable due to COVID-19. Internal assessment measures used to monitor progress.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

| Expected growth unavailable due to COVID-19. Internal assessment measures used to monitor progress. | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |

Expected growth unavailable due to COVID-19. Internal assessment measures used to monitor progress.

Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Empowered and successful

Purpose

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

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.

- Empowered teachers
- Empowered students

Resources allocated to this strategic direction

QTSS release: $7,560.68
Location: $1,476.36
Literacy and numeracy: $2,500.00
Professional learning: $1,762.86
Low level adjustment for disability: $1,353.55
Socio-economic background: $6,240.35

Summary of progress

A whole school approach was employed to ensure the most effective evidence-based teaching methods optimised learning progress for all students, across the full range of abilities. The explicit teaching inclusive of modelled, guided and independent practice for students to embed the skills and knowledge in Maths and English was the priority. All teachers were able to refine explicit teaching practices including the modification, differentiation and scaffolding for students that required additional support. Student engagement increased as a result of the explicit teaching practices which has seen an increase in student outcomes.

Teachers will be provided with additional time and mentoring to ensure explicit teaching from the English and Mathematics Syllabus' is embedded across the whole school.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Smiling Minds was implemented across the school with mindfulness as a focal point. This assisted students to self-regulate and improve their mental wellbeing and resilience. The use of STEM projects have supported students in developing strategies to work with others and build resilience.

Changes in the structure of playground has seen a large decrease in negative behaviours. Students play first and eat second as part of this structural change. Alleviating pressure from the playground by using community resources allows students to access community-based facilities that allows for structured play.

Student wellbeing will continue to be a primary focus in 2023, continuing initiatives implemented in 2022. The focus on implementing resilience strategies will continue to be embedded across 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
Increase by 3% the percentage of students with attendance rate of 90% or above.	The number of students attending greater than 90% of the time or more has decreased by 25.92% as a direct result of Covid.
Increase the percentage of students in the Tell Them From Me Survey domains of *Positive sense of belonging, Advocacy at school* and *Expectations for success* to greater than 97%	Tell Them From Me data shows a decrease in positive wellbeing, including a decrease in advocacy at school, decrease in sense of belonging and decrease in expectations of success.

Funding sources	Impact achieved this year
Integration funding support $183,182.00	Integration funding support (IFS) allocations support eligible students at Mullion Creek Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional SLSO staffing to assist students with additional learning needs • staffing release for targeted professional learning including courses in Autism • employment of SLSO staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in the following impact:** Data driven, tailored interventions are assisting students with interrupted, non-cohesive learning and low language experiences and skills to achieve personal learning goals and progress against stage outcomes. **After evaluation, the next steps to support our students will be:** To further expand the impact of the professional learning undertaken in 2022. The school will provide additional support for identified students through the implementation of best practice programs for individual students as well as continuing to upskill SLSOs.
Socio-economic background $14,240.35	Socio-economic background equity loading is used to meet the additional learning needs of students at Mullion Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedding assessment practices • Empowered students **Overview of activities partially or fully funded with this equity loading include:** • staffing to implement robotics program, to support identified students • resourcing to increase equitability of resources and services • staff release to increase community engagement • COVID support and resources for Learning from Home **The allocation of this funding has resulted in the following impact:** Students having resources to support their learning in numeracy. Learning progressions data showed growth in the targeted areas for all students. Growth in learning outcomes for students supported through the support teacher learning assistance program. Increased engagement in STEM for Stage 1 and 2 students through the implementation of a remote delivered robotics program. **After evaluation, the next steps to support our students will be:** Continue the additional learning and support teacher funding to maintain school program. Support students to fully participate in curricula and extra curricula activities.
Aboriginal background $2,564.64	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mullion Creek Public School. Funds under this equity loading have been targeted to ensure that the performance of

Aboriginal background $2,564.64	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • purchase curriculum resources fully access their learning. • Full payment of excursion costs including end of year Canberra trip **The allocation of this funding has resulted in the following impact:** Opportunity for students to showcase their culture to the school community. **After evaluation, the next steps to support our students will be:** Continue to provide opportunities for students to access cultural activities.
Location $1,476.36	The location funding allocation is provided to Mullion Creek Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Empowered teachers • Empowered students **Overview of activities partially or fully funded with this operational funding include:** • student assistance to support excursions **The allocation of this funding has resulted in the following impact:** All students able to fully participate in activities. **After evaluation, the next steps to support our students will be:** Support the running of the school bus to reduce costs to parents.
Professional learning $7,762.86	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 Mullion Creek Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedding assessment practices • Empowered students **Overview of activities partially or fully funded with this initiative funding include:** • whole school professional leaning in the teaching of vocabulary • whole school professional leaning in the use of Plan 2 data • upskilling of school learning support officers in school priority areas **The allocation of this funding has resulted in the following impact:** Increased capacity of all teachers to teach vocabulary resulting in improved internal assessment results. Increased knowledge and skills for teachers on programming and incorporating differentiation including High Potential and Gifted Education students. **After evaluation, the next steps to support our students will be:** Continuation of the CSUS project developing teacher capacity in tracking and ensuring individual student target growth. Delivering whole school training in the Accidental Counsellor course.

Literacy and numeracy
 	
$6,862.73
	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mullion Creek Public School from Kindergarten to Year 6.
	
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
	  • Data to inform practice
	  • Embedding assessment practices
	  • Empowered teachers
	
	Overview of activities partially or fully funded with this initiative funding include:
	  • resources to support the quality teaching of literacy and numeracy
	  • updating reading resources to meet the needs of students
	  • online program subscriptions to support literacy and numeracy
	  • staff training and support in literacy and numeracy
	
	The allocation of this funding has resulted in the following impact:
	Required resources for the new K-2 syllabuses purchased and ready for implementation.
	Staff knowledge and skills developed through professional leaning and mentor support to deliver required syllabus next year.
	
	After evaluation, the next steps to support our students will be:
	Purchase of required resources to support the implementation of the new 3-6 syllabus .

QTSS release
 	
$13,560.68
	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mullion Creek Public School.
	
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
	  • Data to inform practice
	  • Embedding assessment practices
	  • Empowered teachers
	  • Empowered students
	
	Overview of activities partially or fully funded with this initiative funding include:
	  • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff
	  • collaboration time to collect and analysis data and develop programs in line with new syllabus requirements..
	
	The allocation of this funding has resulted in the following impact:
	Staff sharing successful and innovative evidence informed practices resulting in improved outcomes as measured by Check-in and internal school data.
	Capacity building of staff through the Collaborative Support for Unique Settings Program (CSUS) project in the teaching of vocabulary.
	
	After evaluation, the next steps to support our students will be:
	Maintain opportunities for staff collaboration to help ensure consistency of judgment in assessment and data use, and to continue a whole school approach to teaching and learning.

COVID ILSP $29,893.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities

COVID ILSP $29,893.00	**Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** The majority of students in the program achieving progress toward their personal learning goals. Reading and numeracy results for Year 3 NAPLAN above the state. There is no data for year 5 due to the small number of candidates. **After evaluation, the next steps to support our students will be:** To continue the implementation of literacy and numeracy small group tuition using internal school data Check-in and NAPLAN to identify areas to develop.
Low level adjustment for disability $19,996.66	Low level adjustment for disability equity loading provides support for students at Mullion Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedding assessment practices • Empowered students **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** Identified students have had increased support in achieving stage outcomes. **After evaluation, the next steps to support our students will be:** Refinement of their personalised plans and strategies implemented to best support their next stages of development.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	32	42	40	41
Girls	24	23	31	36

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	96.3	95.6	93.0	89.6
1	95.9	93.9	95.3	89.3
2	90.8	93.7	93.5	93.1
3	95.8	93.5	92.8	89.4
4	93.7	94.0	96.1	90.5
5	95.8	88.8	96.1	91.6
6	92.9	93.6	92.9	89.6
All Years	94.9	93.6	94.1	90.3
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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.41
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
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** ($)
Opening Balance	121,545
Revenue	1,094,665
Appropriation	1,060,735
Grants and contributions	32,559
Investment income	1,371
Expenses	-1,061,263
Employee related	-921,055
Operating expenses	-140,209
Surplus / deficit for the year	33,402
Closing Balance	154,947

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	183,182
Equity Total	36,802
Equity - Aboriginal	2,565
Equity - Socio-economic	14,240
Equity - Language	0
Equity - Disability	19,997
Base Total	710,146
Base - Per Capita	17,940
Base - Location	1,476
Base - Other	690,729
Other Total	28,077
Grand Total	958,207

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.

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction

Forty-three students in Years 2-6 completed a Term 4 survey. Twenty-seven Kindergarten and Year 1 students supported by their teacher provided feedback with a thumbs up and thumbs down.

The areas strongly identified over 80% by the Years 2- 6 were:

- I must work hard to succeed
- When I do school work, I try to do the best that I have ever done
- My teacher encourages me to do well at school
- My teacher cares about me
- My teacher expects me to work hard
- My teacher encourages me to do better
- My teacher expects all students to do their best
- Do you feel like you have a sense of belonging at Mullion Creek Public School.
- I feel proud of my school
- They had not been left out of a group or teased, made threats or sent hurtful messages to you online

The areas strongly identified by over 80% by the Kindergarten and Year 1 were:

- I must work hard to succeed
- I finish whatever I begin
- When I do school work, I try to do the best that I have ever done
- My teacher encourages me to do well at school
- I keep at my school work until I am done with it
- My teacher cares about me
- My teacher expects me to work hard
- My teacher encourages me to do better
- My teacher expects all students to do their best
- I am a hard worker

Parent Satisfaction

Parents were invited to provide feedback using a school developed survey. The survey asked questions around, literacy, numeracy homework and the parents/carers feeling of being heard by the school. Twenty-two responses were received.

The findings where responses exceeded 90% were:

- I feel confident in helping my child with literacy work.
- I understand how to support my child with reading.
- The school sends home appropriate levelled material for my child.
- I feel confident to approach staff when I require assistance or have concerns
- I understand how to support my child in Maths.
- I support my child in competing homework tasks
- School is a place where I feel my voice is heard.

Areas for further consideration included:

- My child reads independently every night.
- I think homework is important.
- I feel confident in helping my child with Maths work.

A number of extended responses were provided on homework which the school is considering.

Staff Satisfaction

Staff opinion was obtained through a variety of ways most formally through a short open-ended response survey. Given the small number of staff in the school general themes will be shared to maintain privacy.

In relation to the positive programs or things that you believe supported the learning at the school the follow were identified:

- Staffing: maximising support staff skills through movement across classes regular visits by the school counsellor
- Staff: committed approach from staff to the success of students
- Programs: stop and listen. All staff taking the time to slow down and sit and talk to the children. T he Literacy project reassessed the different ways of teaching and extending children's vocab. New K-2 Syllabus learning. Learning around the new K-2 syllabus and implementing some of the strategies learned at the synthetic phonics PL . Use of Inquisitive to support teaching program
- Reengagement: Multi Stage STEM programs that allowed parents involvement including the Billy Carts and Art Show and the Years 3-6 excursion

- Interventions: MultiLit, literacy intervention programs, LAST support and COVID learning groups in the K-6 classrooms for targeted students

In relation to the matters that staff believed had a negative impact on student learning the follow were identified:

- COVID: Lockdowns enforced by Department of Health and NSW Government, COVID in that students were often away and needed to be caught up and generally absences and implications due to COVID restrictions
- Communication: Lack of consistency in playground expectations and Lack of clear, confident communication amongst staff.
- Disengagement of students: Since COVID, students seem to have no drive to learn new things or to produce quality work.
- Staffing: inability to find casual staff when needed meaning collapsed classes or professional learning withdrawn
- Absences: absences due to COVID and travel commitments of families

In relation to the matters that staff would like to see as a focus moving forward the following were identified:

- Wellbeing: increase student opportunities and wellbeing support
- Student Engagement: continue to reengage with parents and students and develop increased resilience and having students produced work that shows pride and that they enjoy their learning and also having happy students in the classroom and playground. Continue to reengage with parents and students and develop
- School Community Connections: Reconnection from students and community to Mullion Creek as hopefully the last of lockdowns and parents can be included in more school activities. This positive relationship will hopefully encourage their child's positive engagement in and at the school.
- Syllabus: further focus on understanding the new Literacy and Numeracy syllabuses focusing on strategies to support students learning and understanding. Collaborative and systematic approach to new Syllabus (K-2) moving forward to 2024 for new syllabus (3-6)
- Communication: Clear open communication amongst staff and a 'whole school' approach to matters

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.