

# 2022 Annual Report

## Mulwala Public School



2667

# Introduction

The Annual Report for 2022 is provided to the community of Mulwala 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 Mulwala Public School our vision is to:

- Provide high-quality personalised learning which will enable all students to thrive
- Foster curious minds that practice reflective and critical thinking
- Develop respectful and responsible citizens
- Create a sense of belonging and lasting connections with community

## School context

Mulwala Public School is a small rural school located in the southern Riverina, on the border of NSW and Victoria on the lands of the Bpangerang people. The Bpangerang history, culture and language are embedded into the schools' teaching and learning. The school is situated 100 km from the nearest NSW regional centre of Albury. School enrolments have increased from 49 in 2016 to the current enrolment of 66. The school currently has two students who identify as Aboriginal and one who identifies as EAL/D. The FOEI is 128 and ICSEA 970. The school fosters a connection to the local community and all students are engaged in leadership opportunities. They have high-level access to technology and the school is a leader in the integration of Google Workspace for Education in teaching and learning.

The Situational Analysis identified the need for a common approach to effective teaching of reading across all KLAs to be implemented, with a focus on the development of oral language and vocabulary. There is also a need for connections to be made across the areas of Mathematics and for numeracy to be integrated into all KLAs. PLAN2 data will inform future teaching for individualised and personalised learning.

The school will audit its practices, policies and procedures related to students' well-being, using the Wellbeing Framework. There will be professional learning involving trauma-informed and restorative practices to develop the students' sense of belonging and to ensure they are ready to learn.

The student mantra is *A Mulwala Jarmbie is a good friend, a responsible learner and an active citizen.*

## 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### 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.

- Quality teaching of reading
- Quality teaching of numeracy

### Resources allocated to this strategic direction

**Beginning teacher support:** \$7,072.00

**Low level adjustment for disability:** \$30,224.00

**QTSS release:** \$12,411.00

**AP Curriculum & Instruction:** \$30,114.00

**Professional learning:** \$12,216.00

**Socio-economic background:** \$29,000.00

**Integration funding support:** \$73,662.00

**Location:** \$3,420.00

### Summary of progress

In 2022, professional learning was provided to prepare all staff to implement the new K-2 English and Mathematics syllabuses in 2023. The K/1 teacher trialled the new English syllabus and saw an overall improvement in phonics knowledge and phonological awareness in the Kindergarten cohort. Teachers adjusted their programs to provide explicit lessons in inference and Tier 2 vocabulary. All staff are trained in SMARTspelling pedagogy, with further professional learning to be provided in teaching phonics and morphology to decode unknown words.

Students referred to the COVID ILSP (CILSP) were identified using data from various assessments and participated in small group lessons, while an early career teacher and an SLSO provided support in fluency and vocabulary. The K/1 teacher also trialled the new Mathematics syllabus, and a DCO was employed to provide technology professional learning meetings and new MLDs for classrooms, resulting in increased confidence in integrating technology and authentic interactive lessons.

In 2023 the school will develop and implement a common approach to reading, based on the Science of Reading and the new K-2 English syllabus. Time will be provided for paper observations and opportunities to share experiences with the Bpangerang Learning Community.

### 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 uplift of students in the Hume Network achieving in the top 2 bands to be above the Hume Network's lower bound system-negotiated target in reading of 50%	Mulwala Public School students contributed to the network small schools' lower bound target of 50%. Across the network students achieving in the top two bands for reading was 30%. Individual student results are reported directly to parents and carers.
At least 80% of Year 5 students will achieve expected growth in NAPLAN-Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Improvement in the uplift of students in	The percentage of students achieving Top 2 Bands in numeracy decreased

the Hume Network achieving in the top 2 bands to be above the Hume Network's lower bound system-negotiated target in numeracy of 43.8%.	indicating progress yet to be seen toward the lower bound network target of 43.8%.
At least 80% of students will achieve the expected growth in NAPLAN-Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

## Strategic Direction 2: Being Ready to Learn

### Purpose

In order to maximise student wellbeing and engagement, there will be a planned approach to developing whole-school wellbeing processes that support students to connect, succeed, thrive and learn.

### 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.

- Student Wellbeing
- Student engagement

### Resources allocated to this strategic direction

**Integration funding support:** \$24,585.00

**Socio-economic background:** \$35,000.00

**Location:** \$800.00

**Aboriginal background:** \$757.00

### Summary of progress

The school implemented morning circle time to ensure that all students and staff use a common language and have common behaviour expectations. The school participated in the Got It! Program to teach social and emotional learning, and staff became familiar with inclusive education policies. Targeted students received individual support plans, and all students had access to support from the School Learning Support Office (SLSO) for their well-being. The school regularly teaches Aboriginal culture, history and language and uses Bpangerang words for class and group names. Finally, all students participated in NAIDOC week celebrations and were exposed to texts with an Indigenous focus.

In 2023 the school will complete the Berry Street Educational Model professional learning and implement the approach across the school. The Got It! Program will be embedded into the personal development health programs.

### 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
Proportion of students attending >90% of the time will be above 77.5%.	The number of students attending school 90% of the time or more has decreased from 71.6% to 63.4%
School attendance rate will be at or above 95%	The school attendance rate was 87.9%, decreasing from 90%
Decrease the number of students who gain black level on school behaviour tracking system to 12%	The number of students who were placed on black level was 17.5%

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$98,247.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mulwala 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>• Quality teaching of reading</li> <li>• Quality teaching of numeracy</li> <li>• Student Wellbeing</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>• staffing release to build teacher capacity around the implementation of the new curriculum</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- the continuation of flexible maths groups based on student needs.</li> <li>- targeted students receiving one on one support to be able to achieve their learning goals.</li> <li>- consultation with parents to determine the focus for literacy goals ensured that parents were well informed about their child's development</li> <li>- support staff were in place to assist in programs targeting fine and gross motor skills and living skills.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to identify the learning needs of students at learning and support team meetings and use the integration funding to implement the relevant programs.</li> <li>- to provide personalised professional learning for both teachers and support staff.</li> </ul>
<p>Socio-economic background</p> <p>\$64,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mulwala 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>• Quality teaching of reading</li> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- professional learning for teachers to build their capacity in the use of data to inform teaching practice.</li> <li>- development and implementation of standardised assessments to inform teaching and learning.</li> </ul>



<p>Socio-economic background</p> <p>\$64,000.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- develop a whole school assessment schedule</li> <li>- implement and evaluate the new English syllabus and assessment strategies.</li> </ul>
<p>Aboriginal background</p> <p>\$757.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mulwala 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>• Student engagement</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>• creation of school literacy resources embedding local language</li> <li>• Purchase of quality texts to use across all KLAs</li> <li>• Payment of bus for all students to attend NAIDOC Week celebrations</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Aboriginal history, culture and language being embedded into all KLAs.</li> <li>- all students learning the local Indigenous language</li> <li>- all students participating in the local NAIDOC Week celebrations.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to teach the Bpangerang language and use it in authentic ways in the school.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$30,224.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mulwala 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>• Quality teaching of reading</li> <li>• Quality teaching of 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>• - providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• - targeted students are provided with an evidence-based intervention Toe by Toe to increase learning outcomes</li> <li>• - revision of staff to be released to participate in evidence-based professional learning to build the capacity of teachers and SLSOs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- introduction of an explicit phonological awareness program.</li> <li>- targeted students receiving individual support in areas of literacy.</li> <li>- implementation of the Science of Reading into teaching practice.</li> <li>- a consistent way to collect and analyse literacy data.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- further evaluate the use of data to inform teacher practice.</li> </ul>
<p>Location</p> <p>\$4,220.00</p>	<p>The location funding allocation is provided to Mulwala 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>• Quality teaching of reading</li> </ul>

<p>Location</p> <p>\$4,220.00</p>	<ul style="list-style-type: none"> <li>• Student Wellbeing</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>• additional staffing for teaching principal release</li> <li>• student assistance to support excursions</li> <li>• subsidise shopping and cooking program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- targeted students were able to participate in the shopping and cooking program to enhance their literacy and numeracy skills in an authentic setting.</li> <li>- all students were able to participate in the sporting programs at no cost to families.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continuation of the shopping and cooking program for targeted students</li> <li>- continue to subsidise sporting and other extra-curricular activities</li> </ul>
<p>Professional learning</p> <p>\$12,216.00</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 Mulwala 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>• Quality teaching of reading</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>• Release for teachers and SLSOs to participate in professional learning.</li> <li>• Cost of professional learning courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all teachers and support staff are trained in SMART Spelling</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- provide further professional learning for teachers and support staff in the programs used at school.</li> </ul>
<p>Beginning teacher support</p> <p>\$7,072.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Mulwala Public School during their induction period.</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>• Quality teaching of reading</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>• Cost of professional learning courses.</li> <li>• Accommodation</li> <li>• Release to participate in professional learning (effective reading)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- beginning teacher built their capacity to design learning activities involving reading fluency</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- provide further professional learning and classroom observations to continue to build capacity around the science of reading.</li> </ul>
<p>QTSS release</p> <p>\$12,411.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mulwala Public School.</p>

<p>QTSS release</p> <p>\$12,411.00</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>• Quality teaching of reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- the trialing of the new English syllabus in the Kinder/Year 1 classroom</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- implement and evaluate the teaching of the new English syllabus K-6.</li> </ul>
<p>COVID ILSP</p> <p>\$34,613.00</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></p> <ul style="list-style-type: none"> <li>- internal and external data being used to identify students at risk in the area of literacy (phonics, word recognition, vocabulary and comprehension)</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- build the capacity of staff to use data to inform teaching through HIPL in data use, analysis, and literacy and data talks.</li> <li>- record data in a purposeful, consistent and systematic way.</li> <li>- teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenges.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	22	25	26	32
Girls	37	41	43	39

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	86.6	94.6	86.8
1	91.3	87.7	90.5	92.2
2	92.3	92.5	92.3	92.2
3	95.6	87.4	93.6	89.2
4	97.8	83.5	96.1	89.2
5	90.9	92.8	89.0	89.1
6	66.7	86.9	81.1	83.5
All Years	92.7	88.6	91.5	89.2
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)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.62

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,110
<b>Revenue</b>	1,148,182
Appropriation	1,115,614
Sale of Goods and Services	149
Grants and contributions	31,025
Investment income	94
Other revenue	1,300
<b>Expenses</b>	-1,058,973
Employee related	-919,935
Operating expenses	-139,038
<b>Surplus / deficit for the year</b>	89,209
<b>Closing Balance</b>	92,319

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>	98,338
<b>Equity Total</b>	88,590
Equity - Aboriginal	757
Equity - Socio-economic	54,459
Equity - Language	0
Equity - Disability	33,374
<b>Base Total</b>	729,386
Base - Per Capita	17,435
Base - Location	14,464
Base - Other	697,487
<b>Other Total</b>	67,486
<b>Grand Total</b>	983,800

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

Mulwala School undertook a school-designed parent survey in 2022. Particular areas of strength were around parents feeling welcome and the school being an inclusive school.

The school leadership team have considered the results and have committed to focusing on increasing the methods of informing parents about what their child is learning at school and communicating their child's progress.. By increasing parental knowledge about classroom learning and where their child is at, it is anticipated that parents will be further engaged in their child's learning.

Students in Years 2-6 also completed the school-designed survey 2022 which indicated a number of positives. 98% of the students enjoy coming to school. 99% of them have friends at school. 99 % of the students feel happy and safe at school. 100% enjoy learning new things and 98% enjoy what they learn at school. 100% of the students also indicated that the teachers help them with their learning. Areas to focus on moving forward include the students communicating with their parents about what they have learnt at school. Another area to focus on is to ensure that all students have a preferred adult to speak to if they have a problem.

Staff feedback from the survey indicated that more professional learning is required for staff to enable them to build their capacity in their role. It is anticipated that increased professional learning will also increase staff morale

# 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.