

2022 Annual Report

Mummulgum Public School



Nurturing the gift
that is the individual

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Introduction

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

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

School contact details

Mummulgum Public School

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School vision

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

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

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

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

School context

Mummulgum Public School, established in 1901 is a small rural school located in the Northern Rivers region of New South Wales. The school is located approximately 25 kilometres from Casino on the Bruxner Highway. The student enrolments are drawn from the Mummulgum area and the village of Mallanganee.

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

The school has dedicated and committed teaching and support staff who strive to care and nurture the academic, social and emotional needs of all students. As a small school, all staff develop a deep understanding and awareness of each student, their individual needs and their strengths and their unique complexities.

During 2021 the role of Assistant Principal of Curriculum and Instruction for 1 day per week was introduced into the school. This role provides support to classroom teachers in building knowledge and capacity in enhancing student growth and achievement.

Through a situational analysis the school identified two areas of focus for the Strategic Improvement Plan.

The School Improvement Plan has been developed through consultation with relevant stakeholders including our school community, the Mummulgum P&C, parents and carers, staff and the local AECG.

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Informed Practice
- Evidence Informed Teaching Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$30,114.20

Socio-economic background: \$24,012.67

Low level adjustment for disability: \$29,183.93

QTSS release: \$2,528.26

Summary of progress

During 2022 our staff have strived to re-engage our students and families with supporting the learning needs of each student.

A whole staff focus and engagement in the professional learning "What Works Best" practices was used to focus awareness of areas in which the school utilised and implemented well and to draw out areas for further development. From this the staff identified:

- Collaboration - how can the school structure and create regular opportunities for staff to collaborate K-2, 3-6 and K-6 in the small school setting? Staff highly value collaboration and the positive impact on teaching and learning outcomes, pedagogy and feeling supported, resulting from collaborative practice.
- Assessment - include a broad and balanced schedule both formative and summative. Staff plan to formalise a K-6 assessment schedule for 2023.
- Use of Data to inform practice - develop consistency across K-6 for collaborative analysis of data through staff collaboration sessions.
- Effective Feedback - Staff identified the need to develop a K-6 focus for regular practice of encouraging students to self-assess, reflect and monitor their own work.

During 2022 interruptions and a need to prioritise and respond to the constantly changing needs of students, families and staff created challenges and interruption to progress in these areas. 2023 offers a refocus and dedication to implementing improvements.

The staff K-6 engaged in professional learning with the support of the APC&I in preparation for the K-2 English and Maths syllabus implementation using the K-2 research toolkit. All staff completed the Curriculum Reform modules. K-2 staff identified the need for opportunities for collaborative planning to assist in identifying the most effective learning experiences and outcomes for the cohort of multi staged students in a co-teaching classroom.

Intervention support for identified students in Yr. 1-6 was focused on a phonics based program or MiniLit. The analysis of data indicates that all students on either program made progress. Some students were no longer needing this intensive support and others were identified to start.

All students have a Personalised Learning Plan which was developed in consultation with students, teachers and parents/carers. Parents responded positively with the content and the process for developing the plans.

Implications for future steps:

- Formalising a K-6 assessment schedule of data collection for 2023
- Initiating formative assessment PL for some staff & completing previous formative assessment PL for others through COS group.
- Creative planning for regular collaboration practice.

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
<p>NAPLAN top two bands - Reading</p> <ul style="list-style-type: none"> Increase in the percentage of students achieving in the top 2 bands in reading with a minimum uplift to the lower bound system-negotiated targets being achieved. 	<p>Data indicates that MPS is continuing to work towards the goal of students achieving in the top two bands in reading.</p> <p>2022 data shows a representation of students in Year 3 in the 2nd top & top bands for reading.</p> <p>Our classroom targeted support for reading and the additional COVID ILSP program have had impact and increasing student growth towards this target</p>
<p>NAPLAN top two bands - Numeracy</p> <ul style="list-style-type: none"> Increase in the percentage of students achieving in the top 2 bands in numeracy with a minimum uplift to the lower bound system-negotiated targets being achieved. 	<p>Data indicates that MPS is continuing to work towards the goal of students achieving in the top two bands in numeracy.</p> <p>2022 data shows a representation of students in Year 3 in the middle bands.</p>
<p>NAPLAN expected growth - Reading</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in reading to be at or above the school's lower bound system-negotiated target. 	<p>The percentage of students achieving expected growth in reading is indicating progress toward the system negotiated lower bound target</p>
<p>NAPLAN expected growth - Numeracy</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in numeracy to be at or above the school's lower bound system-negotiated target 	<p>The percentage of students achieving expected growth in numeracy is indicating progress toward the system negotiated lower bound target.</p>
<p>Learning Progressions</p> <ul style="list-style-type: none"> 55 % of students are achieving at or above their appropriate year level using the Literacy and Numeracy progressions in Understanding Texts and Quantifying Numbers 	<p>The data supports the percentage of students achieving at or above their appropriate year level identified through the Literacy and Numeracy progressions in Understanding Texts and Quantifying Numbers.</p>
<p>Personalised Learning</p> <ul style="list-style-type: none"> 85% of students with Personalised Learning & Support plan will achieve their SMART goals. 	<p>All students at Mummulgum Public School have their own Personalised Learning Plan, this was focused in developing goals in the areas of Reading, Writing, & Numeracy. Social or cultural goals were also a feature for student and parent identification.</p> <p>Future focus in 2023 is to refine and improve the process of regular sharing and discussion with students and their parents in developing personal goals.</p>

Strategic Direction 2: Wellbeing and Engagement

Purpose

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

Initiatives

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

- Attendance and Engagement
- Whole School Wellbeing

Resources allocated to this strategic direction

Professional learning: \$5,067.19

Aboriginal background: \$6,587.21

Summary of progress

At Mummulgum Public School we are focused on knowing, valuing and caring for every student. The whole child is at the forefront when staff are analysing, planning, delivering and evaluating all initiatives. Student needs are considered across all areas, academic growth, wellbeing, social and emotional growth and developing an aspirational mindset.

Our focus for 2022 was improving student attendance and engagement and monitoring whole school wellbeing for students and staff. Due to the circumstances of 2021 and the disruption to the beginning of 2022 with a natural disaster the impact of these events had severely disrupted the commitment to learning for many students and their families.

To support students and their individual needs the staff were vigilant with checking-in with every student each morning and throughout the day. The wellbeing of our students is essential in creating a safe and positive environment for student to engage and learn. Daily mindfulness techniques were used to support the students in reconnecting with their whole school learning. Staff value and utilised the Smiling Minds program and a Student Wellbeing Journal to support the positive, caring culture of Mummulgum Public School. These initiatives showed a positive impact for our students and parents valued the daily wellbeing practices.

An initiative to promote and value students arriving on time each day, ready to begin a day of learning was created 'Five from Five'. Each week students were acknowledged for their on-time arrival and all-day attendance across the week. This has gained momentum and significantly improved the awareness and impact for the individual child, the whole class and the class teacher. Also, a visual graphic was created to inform parent/carers of the morning times for arrival at school and the importance of 'Play to Learn time' prior to class learning time. These combined initiatives have resulted in significant progress in 'Being on time every day'.

The need to reconnect with the families and re-establish their involvement in school events where conversation and positive connections are grown, was the purpose for planning several school events throughout the year. Collaboration, consultation and positive partnerships for students, parents/families and staff are essential for maintaining a rich school learning culture.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• We will achieve an uplift of students attending 90% of the time	<p>School Attendance Summary data indicates improved attendance from Semester 1 - 77% to Semester 2 - 84.7%</p> <p>Higher levels of absences were impacted due to implications including COVID and flooding.</p> <p>The school continues to prioritise attendance at school each day with a focus on arriving on time. Staff have worked tirelessly to re-establish positive connections with students and their families to monitor and support</p>

<ul style="list-style-type: none"> • We will achieve an uplift of students attending 90% of the time 	<p>the wellbeing and educational outcomes of every child.</p>
<ul style="list-style-type: none"> • Student data shows continuing improvement in Expectations for Success, Advocacy, and Sense of Belonging. 	<p>Data from the student surveys indicate positive growth and high levels of student satisfaction in the areas of:</p> <ul style="list-style-type: none"> • Expectations for Academic Success - 91% of students choose agree or strongly agree to questions in this area. • Advocacy - 89% of students choose agree or strongly agree to questions in this area. • Sense of Belonging - 75% of students choose agree or strongly agree to questions in this area.
<ul style="list-style-type: none"> • Student data shows continuing improvement in Positive Relationships. 	<p>Data from the student surveys indicate positive growth and high levels of student satisfaction in the areas of:</p> <ul style="list-style-type: none"> • Positive Relationships - 89% of students choose agree or strongly agree to questions in this area.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$24,012.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mummulgum Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • professional development of staff through assessment to support student learning <p>The allocation of this funding has resulted in the following impact: The focus on formative assessment strategies within the classroom to engage students in their reflection of their learning progress. Also, providing timely feedback and motivation to students to own their learning experiences and outcomes.</p> <p>After evaluation, the next steps to support our students will be: In 2023, Socio-economic funding will continue to support the learning needs of all students.</p>
<p>Aboriginal background</p> <p>\$6,587.21</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mummulgum Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of a Yarning Circle where all students and staff can utilise this space daily. • redesign the old weather shed into a Maker Space for students to access for creative and passive play opportunities. <p>The allocation of this funding has resulted in the following impact: The Maker Space has been embraced by the students. They use this space each morning during "Play to Learn" time as a creative time, passive play or a space which allows individual students to calm and socialise with their peers. The many tactile activities encourage students to prepare for the learning classroom environment and focus on working together. The Yarning Circle is still under construction with completion planned for early 2023.</p> <p>After evaluation, the next steps to support our students will be: To continue to add additional resources and hands-on opportunities into the Maker Space. The area can be utilised as an extension of the classroom for outdoor/specific lessons. The Yarning Circle is planned to be used with parent and students during school and family gatherings. The K-6 staff and students plan to gather regularly to build social skills and awareness of others with identified challenges and focus.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Mummulgum Public School in mainstream classes who have a</p>

<p>\$29,183.93</p>	<p>disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Informed Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Providing additional support for all students to engage successfully in learning outcomes with a focus on literacy and numeracy. The development of Individualised Educational Plans for students with identified learning disabilities and provide adjustments to the learning programs to support their learning needs. Classroom teachers worked collaboratively to develop SMART goals for students and monitor their progress.</p> <p>After evaluation, the next steps to support our students will be: Ensure all students who required additional support through targeted intervention are provided with specific learning goals and small group intensive learning support using targeted literacy programs. SMART goals are used to ensure focused learning is achieved with impact.</p>
<p>Location</p> <p>\$1,922.75</p>	<p>The location funding allocation is provided to Mummulgum Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: All students are enabled to attend all school excursions regardless of the family's financial situation. The schools financial support to families is appreciated by the whole school community.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide subsidies to ensure all families are able to afford their child/children to attend excursions which provide a wide range of learning experiences.</p>
<p>Professional learning</p> <p>\$5,067.19</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 Mummulgum Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance and Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing released to support development and implementation of Personalised Learning Plans to facilitate improved community engagement, including the involvement of students and their families with the

<p>Professional learning</p> <p>\$5,067.19</p>	<p>personalised learning pathway (PLP) process.</p> <p>The allocation of this funding has resulted in the following impact: The creation of a unique and purposeful design for Mummulgum Public School Personalised Learning Plans for all students.</p> <p>After evaluation, the next steps to support our students will be: Create a whole school schedule for students, parents/carers and staff to come together in a variety of settings which is responsive and meet the needs of our families with the goal of building stronger and more meaningful connections while developing student PLP's.</p>
<p>QTSS release</p> <p>\$2,528.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mummulgum Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Informed Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Professional Learning for staff utilising the resources of Leading Curriculum K-6 to prepare for the new K-2 English and Maths syllabus implementation. Staff have reflected and planned for best delivery structure to meet the wide variety of student needs.</p> <p>After evaluation, the next steps to support our students will be: In 2023 QTSS funding will continue to be utilised to support and enhance teaching practice for the improvement of student outcomes. Data analysis will be used to monitor student growth utilising the assessment schedule.</p>
<p>COVID ILSP</p> <p>\$10,726.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Improved learning outcomes for students identified as requiring additional support. Students improvement data indicates the success for targeted students participating in COVID ILSP met the expected outcomes.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide targeted intervention through small group intensive learning support for identified students to improve their learning outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	9	6	8	10
Girls	7	10	7	9

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.6	85.9	93.3	75.3
1	87.9	94.3	91.2	76.9
2	88.6	91.8	90.3	85.8
3	90.6	92.7	91.0	78.8
4	50.0	95.5		77.8
5	91.9	95.4	96.8	66.3
6	88.3	88.8	88.4	
All Years	89.0	92.0	91.8	77.7
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		87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	
All Years	92.8	92.0	92.4	87.5

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*Full Time Equivalent

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	163,399
Revenue	528,182
Appropriation	502,602
Sale of Goods and Services	3,161
Grants and contributions	21,657
Investment income	762
Expenses	-520,679
Employee related	-425,534
Operating expenses	-95,145
Surplus / deficit for the year	7,503
Closing Balance	170,902

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	0
Equity Total	59,784
Equity - Aboriginal	6,587
Equity - Socio-economic	24,013
Equity - Language	0
Equity - Disability	29,184
Base Total	318,217
Base - Per Capita	3,790
Base - Location	1,923
Base - Other	312,504
Other Total	75,082
Grand Total	453,083

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data.

For 2022 the school utilises an open feedback comments for the parent/caregivers and staff survey. The student survey utilised 20 questions seeking the students level of agreement/disagreement in the identified focus areas.

Student Survey

Student data shows continuing improvement in **Expectations for Success, Advocacy, and Sense of Belonging.**

Data from the student surveys indicate positive growth and high levels of student satisfaction in the areas of:

- Expectations for Academic Success - 91% of students choose agree or strongly agree to questions in this area.
- Advocacy - 89% of students choose agree or strongly agree to questions in this area.
- Sense of Belonging - 75% of students choose agree or strongly agree to questions in this area.

Student data shows continuing improvement in **Positive Relationships.**

Data from the student surveys indicate positive growth and high levels of student satisfaction in the areas of:

- Positive Relationships - 89% of students choose agree or strongly agree to questions in this area.

Parent/Caregiver Survey

Only 25 % of the parent group responded to the Parent Survey.

Question: What does the school do well for your child/children and for your family?

- Comments: Wants the best for our children, extending children's learning opportunities and new experiences, communication with families

Question: What could the school improve on for your child/children and for your family?

- Comments: Come together as one and get to know everyone more, Guest speakers to support emotional wellbeing of students and teachers post COVID-19, raise the Aboriginal flag during the K-6 assembly.

Staff Survey

Question: What does the school do well for our students and for our families?

- Comments: Each child is cared for and their wellbeing, the consistency and accountability, parent communication formal/informal, targeted learning intervention according to the needs, wide range of learning and social opportunities, the maker space is brilliant, high expectations for behaviour,

Question: What could the school improve on for our students and for our families?

- Comments: additional targeted planning time for staff to collaborate for students academically, emotionally and socially, continue to build connections with all families,

Question: How could parents/families support student learning and the school more?

- Comments: Take up and utilise opportunities offered to partner with us on their child's 'whole' journey at MPS, follow through on commitments, get children to school on time on a daily basis,

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.

Aboriginal Education - School statement

At Mummulgum Public School the connection between home and school is highly valued and recognises the strength of this relationship as essential for maximising the learning outcomes for our Aboriginal students. We strive to:

- Provide a cultural and welcoming setting across the school where all Aboriginal people feel comfortable and respected.
- Encourage parents/carers /family members to contribute to their child's Personalised Learning Plan.
- Encourage family members to become involved in our school events and contribute to the planning and reflection while continuing to build respect and awareness for all.

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.

Anti-Racism - School statement

At Mummulgum Public School we encourage students to be accepting of all people. We utilise reference materials, stories and other resources to explore these concepts so that students can become familiar with other traditions and practices that other groups may be involved in due to their ethnicity. Discussion around why these differences occur are the basis of how understandings can be developed to inform our students judgement. Staff are training as ARCOs- Anti Racism Contact Officers, to support our commitment to the elimination of discrimination.

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.

Multicultural and anti-racism education - School Statement

At Mummulgum Public School multicultural perspectives are integrated into teaching and learning programs for students K-6. These concepts are developed through Key Learning Areas such as History and Geography. The use of rich literacy texts selected for study to build are utilised to build respectful awareness of cultural differences, opinions, beliefs, traditions which are the elements of our multicultural society and the diverse backgrounds from which our students come.

