

2023 Annual Report

Mummulgum Public School



Nurturing the gift
that is the individual

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Introduction

The Annual Report for 2023 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 Wahluwal 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	2023 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 growth and performance	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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

Socio-economic background

Professional learning

Aboriginal background

Low level adjustment for disability

QTSS release

Summary of progress

During 2023 our staff have strived to engage our students and families with supporting the learning needs of each student and supporting their emotional and social development.

Our staff of MPS have focused on a variety of initiatives to drive student growth, to monitor and evaluate impact.

- Berry Street Education Model (BSEM)

3 classroom teachers committed to 4 days of professional learning in the "Berry Street Educational Model" to begin to understand the impact of emotional and social trauma on our most vulnerable students. These strategies support all students to help build resilience, increase motivation and engagement and work towards achieving the full learning potential in the classroom. The model's flexible implementation allowed MPS to identify initial changes to morning routines within the playground and classroom which enhances the classroom environment and encourages a positive mindset for the day including positive primers and brain breaks. These small initiatives with impact have shown positive results for our students. The staff continued by introducing focus lessons on character strengths, mindfulness, self-regulation, ready to learn scales and relationships. The impact of this model is in its very early stages but students have embraced the changes and respond with a positive voice.

- MPS Assessment Schedule 2023 - modified our MPS assessment schedule to meet all DOE and other assessment platforms and improve staff use of data effectively.
- LEED Project - during 2023 and 2024 MPS is involved in this project to improve the effective use of data.
- Staff of K-2 have utilised the Multi-Stage units created to deliver the new English and Maths syllabus.
- Staff have utilised PL for the implementation of the new 3-6 English and Maths syllabus.
- All students have developed a Personalized Learning Plan in collaboration with families and staff.

Implications for future steps:

- The continued implementation of the Berry Street strategies to further nurture students healing, growth and learning.
- LEED project with continue into 2024.
- Staff engagement with DOE Multi-Stage units in English and Maths for K-2 & 3-6

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
Learning Progressions • 60% of students are achieving at or	Quantifying Numbers is now Number and Place Value

<p>above their appropriate year level using the Numeracy progressions in Quantifying Numbers.</p>	<p>All students have demonstrated growth in Number and Place Value, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p>Learning Progressions</p> <ul style="list-style-type: none"> • 60% of students are achieving at or above their appropriate year level using the Literacy progressions in Understanding Texts. 	<p>Most students have demonstrated growth in Understanding Texts, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</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

Aboriginal background
Socio-economic background

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 2023 was to continue improving student attendance and engagement and monitoring whole school wellbeing for students and staff.

To support students and their individual needs the staff have continued the practice of checking-in with every student each morning and throughout the day. During 2023, three classroom teaching staff committed to 4 days of professional learning in the Berry Street Educational Model. This initiative has been embraced and is valued as having significant impact for all students. Small modifications to the morning routines in and out of the classroom have shown to have impact for being "Ready to Learn" at the start of 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 have continued to be 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.

The 2022 initiatives 'Five from Five' and the "Being On Time, Every Time" to promote and value students arriving on time each day, ready to begin a day of learning has continued with growing strength during 2023. The increased student and parent understanding and awareness of the impact this routine has to create a pillar of success for all students.

The importance to reconnect with the families and encourage their involvement in school events where conversation and positive connections are grown, has continued to be 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.

Implications for future steps:

- In 2024 the focus will continue to be on maintaining connections with families and meeting the individual needs with flexibility and authentic discussions.
- Continue to implement the Berry Street Model strategies
- Continue to improve daily student attendance

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
• We will achieve an uplift of students	In 2023, Mummulgum PS daily attendance rate was 86.9%. This was above

<p>attending 90% of the time.</p>	<p>State, Network, and SSSG daily attendance rates.</p> <p>28.0% of students attended school 90% or more of the time. This was significantly below the State, Network and SSSG average.</p> <p>This was an increase from 2022 data of 15% of students attended school 90% or more of the time.</p>
<ul style="list-style-type: none"> • Student data shows continuing improvement in Expectations for Success, Advocacy, and Sense of Belonging. 	<p>Due to the small cohort of students the 2023 TTFM interactive report and data for this area is unavailable.</p> <p>Other survey data collected from students in Years 3, 4, 5, 6, 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 strongly agree or agree to questions in this area. • Advocacy at School - 89% of students choose strongly agree or agree to questions in this area. • Sense of Belonging - 75% of students choose strongly agree or agree to questions in this area.
<ul style="list-style-type: none"> • Student data shows continuing improvement in Positive Relationships. 	<p>Due to the small cohort of students the 2023 TTFM interactive report and data for this area is unavailable.</p> <p>Other survey data collected from students in Years 3, 4, 5, 6, indicate:</p> <ul style="list-style-type: none"> • 89% of students chose strongly agree or agree to questions relating to positive relationships at Mummulgum PS
<ul style="list-style-type: none"> • The school will achieve a reduction in students attending less than 80% of the time. 	<p>In 2023, 20% of students attended school less than 80% of the time. This is a reduction of 20% points compared to 2022.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$59,659.65</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 • Evidence Informed Teaching Practice • Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the K-2 classroom program implementation. • providing students without economic support for educational materials, equipment and other items <p>The allocation of this funding has resulted in the following impact: A K-2 classroom has operated 5 days per week providing all students with intensive and individualised learning opportunities. Assessment schedule reviewed and updated for implementation; with a clear and purposeful data source. PLC met and focused discussion around supporting educational leadership initiatives.</p> <p>After evaluation, the next steps to support our students will be: In 2024, this focus on use of data has encouraged and enabled staff to collaborate and analyse regularly to plan where to next for student growth. The K-2 English program was well supported with availability of all related texts. The variety of student assessment utilised were confidently used to plan, support and engage students resulting in positive growth. The introduction of decodable readers and the impact has been significant for many students.</p> <p>The LEED project data collected during term 4 2023 will be analysed term 1 2024. This area in Numeracy will need to be a focus for 2024.</p>
<p>Aboriginal background</p> <p>\$11,248.53</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"> • Evidence Informed Teaching Practice • Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Whole school family connection afternoon activities to bring families together and engaging with their children. • community consultation and engagement with families in a relaxed environment. <p>The allocation of this funding has resulted in the following impact: During 2023 the level of family engagement and participation in these events was 100%. This format appears to be meeting the need of all stake holders, parents, students and staff.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background</p> <p>\$11,248.53</p>	<p>All stakeholders agree that these events should be continued into 2024 as an effective way for connections to be made and further developed.</p>
<p>Low level adjustment for disability</p> <p>\$29,183.93</p>	<p>Low level adjustment for disability equity loading provides support for students at Mummulgum Public School in mainstream classes who have a 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"> • employment of additional staff to support the K-2 classroom program implementation. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with literacy intervention program MiniLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: A K-2 classroom has operated 5 days per week providing all students with intensive and individualised learning opportunities. The MiniLit programs targeted delivery for students at risk has achieved pleasing outcomes in student progress. The impact of the employment of an SLSO has resulted in great support for students both academically and building relationships.</p> <p>After evaluation, the next steps to support our students will be: In 2024 these funds will again be utilised to provide for the operation of the K-2 classroom 5 day per week and the employment of an SLSO.</p>
<p>Location</p> <p>\$2,403.40</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"> • 3 classroom teachers participated in the 4 day professional learning for the Berry Street Educational Model (BSEM) <p>The allocation of this funding has resulted in the following impact: Teachers beginning to understand the impact of trauma for our students and implementing initial classroom strategies for all students to build positive outcomes of resilience, motivation and engagement.</p> <p>After evaluation, the next steps to support our students will be: In 2024 MPS will continue to implement BSEM strategies into our classrooms.</p>
<p>Professional learning</p> <p>\$5,877.22</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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$5,877.22</p>	<p>funding include:</p> <ul style="list-style-type: none"> • 2023 - 2024 participation in Leading, Evidence, Evaluation & Data (LEED) project • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Building teacher capacity to collaborate in selecting effective data sources.</p> <p>After evaluation, the next steps to support our students will be: During 2024 MPS will continue with this project.</p>
<p>QTSS release</p> <p>\$3,551.04</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"> • Participation in the LEED project during 2023. <p>The allocation of this funding has resulted in the following impact: Professional Learning for staff utilising the resources from the LEED project to better inform data selection, analysis and inform future teaching and learning. Staff to prepare for the new 3-6 English and Maths syllabus implementation.</p> <p>After evaluation, the next steps to support our students will be: In 2024 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>\$19,921.32</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 2023.</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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <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: No funding for this program in 2024</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	6	8	10	11
Girls	10	7	9	6

Student attendance profile

School				
Year	2020	2021	2022	2023
K	85.9	93.3	75.3	84.5
1	94.3	91.2	76.9	88.2
2	91.8	90.3	85.8	90.2
3	92.7	91.0	78.8	89.5
4	95.5		77.8	91.2
5	95.4	96.8	66.3	78.5
6	88.8	88.4		73.7
All Years	92.0	91.8	77.7	87.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0		87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5		89.8
All Years	92.0	92.4	87.5	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	0.89
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	160,902.45
Revenue	662,612.09
Appropriation	639,520.91
Sale of Goods and Services	4,140.19
Grants and contributions	16,750.98
Investment income	2,621.37
Other revenue	-421.36
Expenses	-592,212.10
Employee related	-493,113.05
Operating expenses	-99,099.05
Surplus / deficit for the year	70,399.99
Closing Balance	231,302.44

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	100,092
Equity - Aboriginal	11,249
Equity - Socio-economic	59,660
Equity - Language	0
Equity - Disability	29,184
Base Total	405,862
Base - Per Capita	4,945
Base - Location	2,403
Base - Other	398,514
Other Total	79,049
Grand Total	585,003

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

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 strongly agree or agree to questions in this area.
- Advocacy at School - 89% of students choose strongly agree or agree to questions in this area.
- Sense of Belonging - 75% of students choose strongly agree or 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

In 2023 80% of parents responded to the Parent Survey

Parents were surveyed on the focus areas of:

- Parents Feel Welcome - 91% of parents choose strongly agree or agree to questions in this area.
- Parents are Informed -86 % of parents choose strongly agree or agree to questions in this area.
- School Supports Learning -95% of parents choose strongly agree or agree to questions in this area.
- School Supports Positive Behaviour - 93% of parents choose strongly agree or agree to questions in this area.
- Safe School - 95% of parents choose strongly agree or agree to questions in this area.
- Inclusion at School - 73% of parents choose strongly agree or agree to questions in this area.

Teacher Survey

Teachers were surveyed on the focus areas of:

- Leadership - 83% of teachers choose strongly agree or agree to questions in this area.
- Collaboration - 73% of teachers choose strongly agree or agree to questions in this area.
- Learning Culture - 68% of teachers choose strongly agree or agree to questions in this area.
- Data Informs Practice - 58% of teachers choose strongly agree or agree to questions in this area.
- Teaching Strategies - 80% of teachers choose strongly agree or agree to questions in this area.
- Inclusive School - 80% of teachers choose strongly agree or agree to questions in this area.
- The Built Environment & Learning - 90% of teachers choose strongly agree or agree to questions in this area.
- Aboriginal Culture - 90% of teachers choose strongly agree or agree to questions in this area.
- Teacher Wellbeing (belonging and supported at MPS) - 100% of teachers choose strongly agree or agree to questions in this area.

Teacher response to "Main factors that would help me feel more supported at work":

- More clarity around my role and expectations
- More time to do my job
- Tools to deal with parents
- Greater work life balance
- More collaboration with peers

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.