

Mulgoa Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Mulgoa 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 school 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.

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Message from the principal

2019 has been an interesting and successful year for our school. I would like to take this opportunity to thank all members of our school community for your ongoing support and encouragement of our school. We thank you for your ongoing commitment to the students and staff at Mulgoa and I look forward to continuing this partnership in 2020. Quality Teaching and Learning is at the core of all that we do at Mulgoa and we continually encourage and inspire our students and staff to set personal goals, take risks in the learning, reflect on their achievements and strive for personal best in all aspects of learning. We strive to encourage our students to take risks in learning, think outside the box and work together to solve problems. The world is a place where we need to work and get along with others; we strive for our students to be tolerant and accepting of others opinions and be that person that others want to be around. We strive for our students to be honest and kind and we have had a strong focus on developing all students' capabilities to interact and work with others. The Mulgoa Public School staff reflects on their teaching practices and implement changes to classroom practices to improve our student achievements based on rich data and evidence based practices. Our school continually reflects on its practices, systems and procedures to continually make our school a respectful, safe and responsible environment where all members of our school community strive for personal best. We strive to give our students opportunities and experiences that will develop and nurture our future. We strive for our students to be honest and kind. The wellbeing of all school community members continues to be a school focus area. In our school every student is known, valued and cared for. We consistently build respectful and trustful relationships with our students and school community. We aim for our students to be keen and really want to be at school each day. We are continually reviewing and revising our school practices and processes to ensure quality teaching and learning for students and staff. During the year our school has continued to prioritise the learning of all students in K-6. With the support of extra Ram funding allocated to Mulgoa in 2019, the school has spent a considerable amount of the school budget to employ Learning Support Officers to support students in our classrooms and work closely with our targeted students in literacy and numeracy. As you can see our school prioritises student learning and spends a significant amount of our budget to further support your children. We have continued our strong focus on building the capacity of all staff through focussed professional learning activities were held after school hours to enable our staff to continue to provide an engaging curriculum for the 21st Century. The Mulgoa P&C and school community have been a tremendous support to our school throughout this year and have provided valuable funds to support our students. We have continued our partnership with the Western Sydney University in the First Foot Forward Program enabling our Years 5 and 6 students the opportunity to be inspired and set goals for their futures. This program will also continue in 2020. Our students and staff strive to be respectful, responsible and safe learners striving to achieve their best at all times. To the students of Mulgoa I congratulate you on your hard work and enthusiasm that you have put into your learning this year. Your school and parents are proud of you. To our Mulgoa community, I thank you for your ongoing support and interest in your child's education and together we can strive to make 2020 another great year at Mulgoa Public School.

School background

School vision statement

Mulgoa Public School is committed to the provision of effective learning for all students in a caring, safe, supportive and co-operative environment

We have high expectations and are committed to academic excellence.

We are committed to fostering quality teaching and leadership, delivering high quality education with a strong, current evidence base.

We seek to develop safe, respectful, responsible and independent learners who strive for their personal best in all aspects of school life.

We seek to develop high self-esteem, positive attitudes, resilience and to ensure that students are empowered to reach their potential.

We work together as a whole school community to prepare and inspire our students to be creative, engaged and confident participants in our ever-changing and challenging world.

School context

Mulgoa Public School is a mix of rural and residential properties situated in Mulgoa in the Penrith Valley. The school was opened in 1883 and is heritage listed. The school consists of a teaching principal, one permanent teaching staff, three temporary teaching staff, a teacher to support students with learning difficulties for one day a week and a temporary teacher employed as part of the teaching principal allocation.

Four multi-aged classes have been formed to accommodate the 84 students enrolled at the school. The school is committed to improving the literacy and numeracy achievements of all students. We strive to develop safe, respectful, responsible and independent learners in a safe environment. Our school has a strong focus on the use of ICT in teaching and learning. It also has a strong focus on differentiation of the curriculum to suit the learning needs of all students.

Our school is an active participant in both the Penrith Valley Small School's Network and the Glenmore Park and Mulgoa Valley Learning Community.

Our school community is supportive and we have a very enthusiastic and committed P&C Association who actively work in partnership with our school.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 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	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning

Purpose

To create stimulating and engaging learning environments, underpinned by high expectations and evidence based pedagogy to promote quality learning with a differentiated curriculum to meet the needs of all learners.

Improvement Measures

Evidence of formative assessment strategies in classrooms, including Learning Intentions Success Criteria (LISC), student goals, feedback strategies.

Increased proportion of students achieving expected growth in literacy.

Increased proportion of students achieving expected growth in numeracy.

Overall summary of progress

Mulgoa Public School had a whole school approach to quality teaching and learning in all classrooms. Class programs and classroom observations evidence indicates that quality teaching and learning activities are being taught across the school. Students in Years K–6 goals for learning have also demonstrated our students strive to achieve their personal best in all aspects of school. Teachers continually reflect on best teaching practice and continually refine and further build their capacity to improve their practice through quality and differentiated professional learning. The school differentiates class literacy and numeracy programs ensuring that all student needs are met. Targeted learning support for identified students K–6 has improved the results of our students as indicated in PLAN data and NAPLAN growth.

Progress towards achieving improvement measures

Process 1: Develop and implement a whole school approach to supporting students develop literacy skills.

Evaluation	Funds Expended (Resources)
All students across the school are tracked in reading and spelling. Staff met regularly to discuss students needs and concerns. Resources purchased where appropriate to support learning in the classroom.	Staff PL money Funding Sources: • (\$0.00)

Process 2: Develop and implement a whole school approach to supporting students develop numeracy skills.

Evaluation	Funds Expended (Resources)
Quicksmart program is running effectively and students are moving forward and displaying improvement on the program. Staff are kept updated with student concerns and support programs throughout the year.	Staff SLSO Funding from key initiatives as and RAM

Process 3: Establish a quality learning environment which supports risk taking, promotes student engagement and acknowledges student effort and achievement.

Evaluation	Funds Expended (Resources)
Fortnightly award recipients are acknowledged on Facebook page and fortnightly newsletter. Students are talking about a learning mindset in the classroom. Parents are happy with the acknowledgment given to students. Parents are also informed of the growth mindset model regularly throughout	Staff

Progress towards achieving improvement measures

the year in meet the teacher night, parent interviews and assemblies. All classrooms are employing formative assessment strategies regularly.	
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Next Steps

In 2020, the school will continue to implement strategies to improve student learning in literacy and numeracy across the school. The staff will have a major focus on providing timely and quality feedback to the students K–6. We will have a strong focus on further improving our quality teaching through our involvement in the Newcastle University Quality Teaching Study.

Strategic Direction 2

Wellbeing

Purpose

To be actively connected on many levels and build trusting relationships within the school community where all members will be valued, encouraged, supported and empowered to succeed now and in the future.

Improvement Measures

Data reflected in Sentral Welfare indicates a decrease in negative behaviour incidents.

Children report a sense of belonging to school community.

Appropriate support is in place to support every student.

Overall summary of progress

In 2019, Mulgoa Public School had a strong focus on developing the wellbeing of all members of the school community. Every student is known, valued and cared for and there was a strong focus on ensuring that all members were valued, encouraged, supported and empowered to succeed. The school consistently promotes healthy living through the Sun smart program, Live Life Well program and Crunch and Sip. The school supports the wellbeing of students through the employment of a Student Wellbeing Officer one day per week.

Progress towards achieving improvement measures

Process 1: Implement Second Step program to meet the various social/emotional needs of students.

Evaluation	Funds Expended (Resources)
The strategies being taught in our Second Step lessons are being used by some children in the playground. Teachers are all using the language of Second Step to reinforce the message. Teachers can notice children employing strategies in the playground and classroom. The parent community are kept up to date with the weekly lessons via our Facebook posts.	Joe – National Chaplaincy in school funding

Process 2: Maintain consistency of managing behaviours e.g. level system and class reward systems

Evaluation	Funds Expended (Resources)
Parents informed of behaviour levels and expectations at the beginning of the year via the school newsletter and a note home to each family. Staff monitor behaviour and welfare concerns at each weekly meeting, which are minuted. Staff track behaviour level changes throughout the year.	Staff

Process 3: Source and implement appropriate programs and professional learning to support the growth of a resilient school community.

Evaluation	Funds Expended (Resources)
The result of our PL around dealing with challenging behaviour saw all staff participate in a conversation and identify students that may come under this umbrella. Awareness has been raised and some staff have continued with further reading. Staff have continued to draw on the strategies and examples given in various PL opportunities throughout the year.	Staff and families

Next Steps

In 2020 we will have a strong focus on developing whole school consistency in student behaviour and expectations in the classroom and playground and communicate these clearly with the school community to ensure that the school and community develop a strong partnership in supporting student learning and wellbeing. We will continue to utilise our Student Wellbeing Officer to support our students and families.

Strategic Direction 3

Connections

Purpose

To foster and engage with expertise within and beyond the school that supports the teaching, learning and wellbeing of all school community members.

Improvement Measures

An increase in the number of parents actively engaged in supporting the schools educational priorities through meaningful school partnerships.

School staff actively engaged within their professional community.

Overall summary of progress

In 2019, Mulgoa Public School had a strong focus on building connections with our school community and our wider school community to enhance the opportunities for our students and promote the school. The school is an important part of the Mulgoa Community. Mulgoa continued its partnership with Western Sydney University as part of the First Foot Forward program encouraging our Stage 3 students to set goals and aspirations for the future. The school continued its partnership with Speech Therapists and other outside agencies.

Progress towards achieving improvement measures

Process 1: Investigate and build a relationship with relevant services within our community.

Evaluation	Funds Expended (Resources)
Connections with our Community of schools continues. Our speech therapist is continuing into 2020 after a successful year of support for children and families. We continue our relationship with Western Sydney University into 2020.	Staff

Process 2: Build purposeful relationships with the school community by promoting extracurricular activities, special events.

Evaluation	Funds Expended (Resources)
The feedback has been overwhelmingly positive with parents indicating that they feel welcome and engaged at the school. Students also indicated that they had opportunities to share their work and their classrooms with their families.	Staff Community P&C

Next Steps

In 2020, Mulgoa Public School will continue its partnership with Western Sydney University as part of the First Foot Forward program. This will be our third year of the partnership and it is providing our students with opportunities to see what is beyond the school gate. The school will be part of the Quality Teaching Rounds Project and will be working with Newcastle University. Partnerships will continue with Speech Therapy, Nepean Valley Small Schools Network and the Glenmore Park Learning Alliance.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO Teachers Aboriginal background loading \$1,712	Our Aboriginal students success and growth is monitored throughout the year and meaningful relationships and partnerships established with the class teacher and the parents.
English language proficiency	SLSO English language proficiency funding	Support given and monitored throughout the year.
Low level adjustment for disability	Low level adjustment for disability funding SLSO, principal, teachers and LaST	LaSt has liaised with teachers and principal to target programs and resources to assist class teachers and SLSO's for identified students.
Quality Teaching, Successful Students (QTSS)	QTSS funding Teachers	QTSS funding has been utilised to support teachers throughout the year.
Socio-economic background	Staff socio-economic funding	SLSO support was provided for 30 students in years K-6 in literacy and numeracy. The programs have had a significant impact on student learning and engagement.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	48	42	39	41
Girls	33	37	42	37

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.9	95.9	95.7	94.4
1	95.4	95.3	93.5	95.6
2	93.5	94.4	94.8	93
3	92.9	93.9	93.9	95.3
4	94.8	93.5	94.4	91.4
5	95.6	94.3	92.9	95.4
6	93.1	97.5	92.5	91.2
All Years	94	95	94.1	93.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.48
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.46

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	162,790
Revenue	925,679
Appropriation	899,276
Sale of Goods and Services	360
Grants and contributions	24,951
Investment income	992
Other revenue	100
Expenses	-947,463
Employee related	-835,161
Operating expenses	-112,302
Surplus / deficit for the year	-21,784

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.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	38,584
Equity - Aboriginal	1,712
Equity - Socio-economic	18,582
Equity - Language	423
Equity - Disability	17,867
Base Total	780,384
Base - Per Capita	19,006
Base - Location	1,181
Base - Other	760,198
Other Total	37,327
Grand Total	856,295

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Parent survey indicates that, at Mulgoa Public School, parents feel:

welcome and informed

that they have increased their participation at school

supported in their child's learning

strong support for positive behaviour

that their children are safe

that their child's learning needs are supported

Areas for Improvement

Parents require further assistance in supporting their child with learning at home

Parents have indicated that they would like more opportunities to support struggling learners.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.