Mullumbimby Public School
Annual School Report 2014
School context statement

Mullumbimby Public School (MPS) is located on the NSW Far North Coast and in 2014 had a student enrolment of 235.

The school is well-resourced with a strong focus on literacy, numeracy, technology and student welfare. The school is extremely proud of its positive connections with the wider Mullumbimby community. A broad range of appropriate support programs are provided with a dedicated and caring staff providing a wide range of educational, sporting and cultural experiences.

MPS has a school leadership team comprising of the Principal and two Assistant Principals (APs). There are approximately 12 full-time and part-time teachers, 1 SLLO, 1 General Assistant and 2 administration staff. MPS boasts outstanding educational resources, passionately committed and highly talented staff members, superb school grounds and playground structures and positive, honest relationships with families in support of all students’ learning and well being.

Quality Teaching elements are central to all professional learning and teaching and learning programs at MPS.

Our school is actively involved in ongoing promotion and communication with an aim to ensuring the whole community is aware of the quality of programs and educational opportunities on offer at MPS for all students.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>139</td>
<td>132</td>
<td>141</td>
<td>137</td>
<td>133</td>
<td>122</td>
<td>123</td>
</tr>
<tr>
<td>Female</td>
<td>136</td>
<td>112</td>
<td>106</td>
<td>105</td>
<td>99</td>
<td>96</td>
<td>112</td>
</tr>
</tbody>
</table>

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.522</td>
</tr>
<tr>
<td>Total</td>
<td>15.242</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The staff at MPS has one indigenous employee.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

During the year significant funds and time were allocated to professional learning. A major focus for the school this year was professional learning in the new Australian curriculum. Teachers engaged in a series of Adobe Connect sessions during Professional Learning (PL) meetings. The major focus areas for 2014 were:

- Literacy, Language and Learning (L3)
- English Curriculum
- Maths Curriculum
- History Curriculum
- Science Curriculum
- Technology in the classroom
- Positive Behaviour for Learning (PBL)
- Career Development

School development days were also used for these purposes and mandatory training in first aid, emergency care, child protection and Workers Health and Safety. Two teachers are working towards maintaining accreditation at Proficient Level.

Beginning Teachers

In 2014 we had one beginning teacher at our school. This teacher was released one day per fortnight to work under a framework to support her beginning teacher and professional learning needs. In addition, a mentor teacher was also utilised to support and guide her. Components incorporated in the program included curriculum development, behaviour management, time management, working within a team, whole school responsibilities, programming, reporting to parents and data analysis.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>46192.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>172525.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>88257.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>96440.17</td>
</tr>
<tr>
<td>Interest</td>
<td>2428.24</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4490.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>410334.34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>37963.58</td>
</tr>
<tr>
<td>Excursions</td>
<td>28492.16</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>36289.91</td>
</tr>
<tr>
<td>Library</td>
<td>4817.48</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>76663.83</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>45461.21</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>31972.89</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>35496.31</td>
</tr>
<tr>
<td>Maintenance</td>
<td>36684.16</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4703.70</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4685.94</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>343231.17</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>67103.17</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Arts

MPS continued its focus on the delivery of high quality creative arts programs throughout 2014. We maintained a close relationship with several external providers who worked for the provision of quality programs such as instrumental and singing tuition for our students.

In 2014 we proudly took part in the Lighthouse Valley Dance Festival, joining 12 other local public schools to showcase the many talented students we have in the area of dance. Our school had over 100 students take to the stage in three dance groups from K-6.

Our choir performed to many audiences, including the local retirement home, Carols By Candlelight and at Presentation Day. We also initiated a lunch time drama group that performed at school and community venues.

The annual Talent Fest again highlighted the vast array of many skilled students at our school, whilst events such as “Uke night” and Aussie of the Month assemblies allowed the wider Mullumbimby community an opportunity to witness the many talented students at MPS.

Sport

This year our school again offered a range of sporting programs, providing students with many opportunities to develop skills and to participate and excel at all levels of competition. We offered an elective sport program in term 3 allowing students to participate in a wide range of sporting activities. These included tennis, volleyball, rugby league, soccer, golf, gymnastics and dance.

School carnivals were held in swimming, cross-country and athletics. These were well attended by students with a high level of participation evident.

Parents displayed their support through student encouragement, participation and assistance to staff.

The attendance of students at district, regional, zone and state trials was well coordinated and managed. We had particular success in swimming, athletics, cricket and cross country with many students being selected to go to district and regional trials. Of particular significance was the selection of three students at the NSW PSSA swimming carnival in Sydney, one student at the NSW PSSA soccer in Sydney and our PSSA girl’s cricket team being declared North Coast champions and making the state quarter finals in Tamworth.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Our school was involved in a variety of extra-curricular activities in 2014, allowing students access to a broad and diverse curriculum. A school team entered the Premier’s Debating Challenge and our school proudly hosted a debating ‘gala day’ in our school hall.

Students had the opportunity to participate in the Premier’s Spelling Bee, with four of our students reaching the local finals contested at Tweed Heads South Public School.

NAPLAN Year 5 - Numeracy

Students K-6 participated in excursions, with Year 5 and 6 attending Lake Ainsworth Sport and Recreation Camp and south east QLD respectively. These excursions provide students with the opportunity to engage with other students in a social setting as well as develop important team building and leadership skills.

Our student leadership group, including the captains, vice captains and ministers attended the GRIP leadership conference at Tweed Heads, enabling the development of crucial leadership skills so as to carry out their roles effectively. Again this year the SRC played an important role in school decision-making processes.

A number of students took part in the ICAS tests, with several students receiving credits, distinctions and high distinctions across the tests.

A lunch time drama group delighted us with several outstanding performances throughout 2014, honing their skills through many hours of rehearsals.

Our Stage 3 numeracy and literacy extension groups worked hard on several projects...
throughout the year, being challenged through higher order thinking and problem solving.

The purchase of a class set of iPads in 2014 enabled teachers and students with enhanced 21st century teaching and learning opportunities. Our newly appointed teacher librarian led the way in terms of equipping teachers with the necessary skills through targeted professional learning opportunities. The iPads were used across the school and throughout all KLA’s to provide an engaging learning platform for students.

A chess workshop was held earlier in the year and this attracted 30 enthusiastic participants. The half day session allowed students to develop new skills and strategies as well as refine knowledge. Our school performed at an exceptional level, being declared the champion North Coast school.

Our environmental program continues to strengthen, with our Environmental committee playing a lead role in ensuring all students are actively responsible for our school environment. All classes are rostered on as ‘Waste Warriors’ to assist with a number of tasks including tending to our chickens, compost bays, vegetable gardens and other garden areas.

Significant programs and initiatives – policy

Aboriginal education

Our school has designed programs and lessons to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

We conducted several major events in 2014 that focused on developing appreciation for Aboriginal culture and traditions. These included the local NAIDOC Week activities involving several local schools.

Aboriginal students in our school perform well in NAPLAN and school based assessments. All Aboriginal students have established Personalised Learning Programs to support their learning needs and raise awareness of their cultural backgrounds.

Multicultural education and anti-racism

MPS continues to be committed to enhancing the learning about other cultures for its students.

The multicultural programs and practices at our school are culturally responsive and inclusive.
Again this year we celebrated Harmony Day and classes undertook a range of activities designed to develop greater understanding of a cohesive and harmonious community for us all.

There are 4 students who identify as having a background where a language other than English is used at home. NAPLAN results indicate that students with a non-English speaking background perform at above state averages in literacy and numeracy.

**Significant programs and initiatives – equity funding**

**Aboriginal background**

In 2014 our school strengthened partnerships and promoted genuine collaboration between our local schools. Through the ‘Deadly Dancers’ program, indigenous students were taught a series of traditional indigenous dances and then had the opportunity to perform at all of the local schools. This was a wonderful chance for indigenous students to showcase their culture and to gain valuable skills as well as confidence and self esteem.

Through programs such as ‘Deadly Dancers’ and our annual NAIDOC Week celebrations, students have progressed in other areas of school life including attendance and core literacy and numeracy skills.

**Socio-economic background**

Funding we received in 2014 has strengthened partnerships between school and families through a number of ways. It has allowed some students’ access to a wider range of curriculum learning experiences both inside and outside of the school through excursions and participation at special performances. This has in turn increased the students’ participation and engagement in learning.

The funding has also allowed for additional teacher release time to increase the effectiveness of classroom and whole school organisation. It has allowed time for quality units of work to be written based on the new Australian curriculum which has enhanced student learning outcomes. This time has also allowed teachers to reflect on teaching practice and improve the quality of teaching and learning.

**Learning and Support**

This funding has allowed the school to target areas of student need in relation to academic, social and behavioural support. It has engaged students and their parents / carers in a collaborative process to ensure learning is personalised and meets the specific needs of the student. Student learning outcomes have been increased through the work of teachers and SLSO’s in collaboration with parents / carers and other school personnel such as the Learning Support Team and school counsellor.

**Other significant programs and initiatives**

**Student Leadership group**

Our student leadership group consists of the captains, vice captains and five ministers who are responsible for the leadership and development of a portfolio area. In 2014 the school had ministers in the areas of the environment, sport, information technology, the arts and social justice. The five ministers lead their respective committees who meet every month. They also form part of the school SRC with representatives from classes Year 2 to Year 6.

The student leadership group is guided by two teachers and their reports are tabled and forwarded to the staff for discussion. The establishment of this expanded student leadership group within our school has led to more active student contribution to a range of school activities and projects.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Review of external and internal data linked to the School Plan.
- Surveying of the community linked to areas of focus.
- Review of student and staff responses in regard to school priority areas.

School planning 2012-2014:

School priority 1

Spelling

Outcomes from 2012–2014

Attain the state average NAPLAN for spelling in Years 3 & 5.

Evidence of achievement of outcomes in 2014:

- Year 5 NAPLAN spelling results were improved from previous years.
- Professional learning for all staff undertaken to help improvement in Spelling K-6

Strategies to achieve these outcomes in 2014:

- On-going professional reflection linked to PLAN software and Literacy Continuum tracking.

School priority 2

Student engagement.

Outcomes from 2012–2014

Student engagement levels continue to increase and behaviour referrals decrease as the Positive Behaviour for Learning (PBL) Program is strengthened within the school.

Evidence of achievement of outcomes in 2014:

- The number of students in ‘red’ zone has continued to decrease in 2014.
- There has been a continued increase in numbers of students permitted to participate at end of term PBL reward days.
- Changed eating times and introduction of the Crunch and Sip strategy has seen more sustained student engagement in class related activities in the afternoon sessions.

Strategies to achieve these outcomes in 2014:

- Consolidate all aspects of PBL including:
  - Several Professional Learning meetings to discuss student Wellbeing Policy and revise, leading to the establishment of a new policy. This includes a new level of student achievement including bronze, silver and gold levels
  - Classes take turns at weekly PBL assembly to highlight current value
  - Establishment of a new PBL notice board to highlight weekly award winners and the current value.
  - Continued teacher professional learning, with significantly more time committed to PBL within the classroom.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents / Carers had the opportunity to contribute through a survey which asked three questions. Responses are included under each question.

1) What are the three most important things you want for your child/ren at school? – to learn the Three R’s, to think critically and improve these skills, to understand the importance of science and evidence based methods, for them to be happy and have a positive experience, to reach their full potential academically, socially and sporting, to be prepared socially and academically for high
school, inspiration and motivation for life and learning, learning should be fun and interesting, an inclusive and friendly atmosphere for children to learn social skills, positive social environment with equality and clear communication, access to learning from personal interest and developing emerging talents, healthy, happy, safe, have fun, to engage in a thinking classroom, be a risk taker, have teachers who attend professional development and implement curriculum and strategies that are based on research, kindness and support, wide range of activities, zero tolerance for bullies, receive a balanced education, to make friends.

2) Please list three things you believe our school does well. – Literacy and grammar, maths, managing bullying, community engagement, openness and accessibility for parents, participation in sport, enthusiastic teaching staff, all of the extra curricular activities, Art Expo, outstanding reading program, encouraging children with their passions, pleasant school grounds, fund raising and personal expression in dress up days, acknowledging improvements and commitment to learning and personal behaviours, care for children, communication to parents, good positive behaviour reward system, sport, keeping updated, music / performing, strong leadership from the Principal, team work within the learning centres, creation of a supportive environment, discipline, wonderful teachers, lots of fun and educational activities, inclusive, environmental awareness, public speaking, the Principal gets into the playground regularly, PBL program.

3) Please list three areas where you believe our school can improve. – Music, Parent evenings, new school shirts, languages, more student mentoring, more parent / community activities, quiet play area, more painted murals, encouraging science and investigation, more play for junior children, buildings need an upgrade, the use of portfolios as a method of reporting, a drop and kiss zone to ease parking congestion, supervision of students, security of grounds, canteen open more than once a week, raise profile of academic excellence, the arts, more use of outdoors areas.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

David Lees, Principal
Tracey Dean, School Administration Manager

School contact information

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Web: www.mullumbimb-p.schools.nsw.edu.au
School Code: 2665

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: