Mullumbimby Public School
Annual School Report

2012
Our school at a glance

Students
The total school enrolment in July 2012 was 242 students.
Students were grouped into 10 classes.
The average class size was 24.2.

Staff
The school had a total teaching allocation of 13.54 consisting of a principal, three assistant principals, and a range of classroom and specialist teachers. In addition to teaching staff, our administrative entitlement was 2.522.

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

Significant programs and initiatives
The school conducted a number of programs and initiatives to enrich student learning and to support children in achieving their potential.

These included:
- Premier’s Reading Challenge
- Premier’s Spelling Bee
- Buddy Program and Student Representative Council
- ‘Clubs’
- Waste Warriors
- Student Ministers
- Choir and dance group

Student achievement in 2012

Literacy - NAPLAN Year 3
In Year 3, the percentage of students (including exempt students) achieving at and above minimum standards was 97.6% in reading, 100% in writing, 97.6% in spelling and 97.6% in punctuation and grammar.

Numeracy - NAPLAN Year 3
In Year 3, the percentage of students (including exempt students) achieving at and above minimum standards was 97.6% in numeracy.

Literacy - NAPLAN Year 5
In Year 5, the percentage of students (including exempt students) achieving at and above minimum standards was 90% in reading, 86.7% in writing, 96.7% in spelling and 100% in punctuation and grammar.

Numeracy - NAPLAN Year 5
In Year 5, the percentage of students (including exempt students) achieving at and above minimum standards was 100% in numeracy.

Messages

Principal’s message
I am extremely pleased to present to you the 2012 Mullumbimby Public School Annual Report.

2012 has been a year of change at MPS with Principal Yvonne Donohoe retiring at the end of Term 2. Long term librarian Victoria Houghton Ward retired in Term 3, whilst Fay Dwyer did likewise at the end of the year. Mrs Marylin Delfs announced her retirement at the same time. With the departure of Yvonne Donohoe I took up the position of Principal after participating in the merit selection process. The permanent role of General Assistant was filled by Steve Foreman after many years of outstanding work by Dave Lilleyman in a temporary capacity.

The year has also been one of success and celebration of achievement. Throughout the year the school has continued to provide a strong, supportive learning environment where academic excellence and high achievement were fostered. Analysis of results throughout the year shows outstanding student growth K-6. Programs such as Best Start and the utilisation of the North Coast maths scope and continuum are having a huge impact on student outcomes. Student growth between Years 3 and 5 as indicated in NAPLAN results is also excellent.

The school also prides itself on maintaining an environment where the education of the whole child is a strong belief of parents and teachers alike. To support this our school provides students with a diverse range of extra-curricular opportunities. These combined with a continued focus on core academic programs provide students at Mullumbimby Public School with a powerful learning environment.

In 2013 we as a staff intend to build on what is already occurring at Mullumbimby Public School. Our aim is to provide all of our students with quality teaching supported by quality programs including the introduction of the highly renowned L3 program (Literacy, Language, Learning) in kindergarten and the provision of literacy and
numeracy extension groups in Stage 3 to cater for gifted and talented students.

I must acknowledge MPS staff on the tremendous effort that they have put in throughout the 2012 school year. Their dedication and commitment to raising expectations and supporting student outcomes continues to result in the wonderful achievements that we have seen throughout 2012 across the school.

I would also like to acknowledge and thank the P&C for their support of the school and our students. They have worked hard with various fundraising activities to provide a variety of resources for Mullumbimby Public School and our students. The most successful fair ever raised in excess of $12000, enabling readers to be purchased for our new L3 program.

In conclusion, thank you to all once more for your support in ensuring we had a wonderful year at Mullumbimby Public School and I am looking forward to working with you all in 2013.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

David Lees.

P & C message

What a wonderful year for the P&C. We have a great group of volunteers who have contributed to the running of the P&C and made it all possible. A big thank you to Heather McKeown and her team for their tireless contribution of ideas and involvement in getting the word out, as to what the P&C actually do. A huge thank you to Letitia Towers, for the amazing effort she has done to make the uniform shop an enjoyable shopping experience. Thank you to Rachel Field and her team in the canteen. Wow!! We have a canteen that actually serves nutritious foods and many of the children can’t wait until Friday to get their choice. I think many of the parents can’t wait either. How was the Summer Fair this year? Brony Virtue and her team are to be congratulated for a day filled with families, lots of smiles, laughter and fun, fun, fun. I would also like to thank all of those people that have contributed/volunteered their time for any of the extra P&C functions (i.e making coffee, cooking BBQ, raffles etc).

This year the P&C have been involved in many events within the school and in the wider community. The major fund raising events were the Summer Fair, art expo and children’s disco. Monies raised from these and other smaller events enabled the P&C to provide money to the school to put towards books for the new kindergarten programme, purchase playground shade sails over the sandpit and new water bubblers. Funds were also donated to students to subsidise travel costs when representing the school in sport and other school special projects.

We have future projects to work towards:

- Air-condition the classrooms
- Solar panels on the roof to help pay for the cost of running air-conditioners.
- Computer Bank/New technologies

All of these fund raising activities required a team of people who worked tirelessly behind the scenes, giving up their time for the benefit of the school. Remember, we are all volunteers and by everybody providing a little help, our future goals will be achieved.

We the parents of this school have a vested interest in our children’s education and an avenue of involvement is through the P&C. Many other parents involve themselves in the school through working in the canteen, baking for events or helping out at special events, school reading, gardening, helping out in the classrooms and many other varied ways.

We would also like to thank all the teachers and ancillary staff that make up this wonderful school, for contributing to our children’s education.

Tim Wearne.
Student representative’s message

2012 was another special year for our school. Mrs Donohoe retired at the end of term 2 before Mr Lees became the new Principal.

Our dance group participated in the North Coast Dance Festival and all of our students had opportunities to be involved in public speaking.

This year Mullumbimby Public School was successful in many PSSA events with students representing the Brunswick Valley, Far North Coast and North Coast.

In 2012 Year 3/4 students went to Durroughby Environmental Education Centre, Year 5 to Lake Ainsworth and Year 6 to Brisbane.

One of the best parts of the year was our new chickens. We had a roster where all classes had a turn at caring for the chickens and doing the jobs that were necessary to keep them healthy.

Year 6 was great, the best part was being a school leader. We have represented the school in many different ways. For the first time this year we had ministers who were responsible for various aspects of school life. It has been an honour representing MPS throughout 2012.

MPS has been a great place to learn and make friends over the past seven years. We thank all the teachers and students for making our time worthwhile.

2012 student leaders.

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>Male</td>
<td>141</td>
<td>139</td>
<td>132</td>
<td>141</td>
<td>137</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>153</td>
<td>136</td>
<td>112</td>
<td>106</td>
<td>105</td>
<td>99</td>
</tr>
</tbody>
</table>

Management of non-attendance

For students who have been absent from school for a week without explanation, a letter is sent from the principal seeking contact with the family.

Every three weeks an attendance report is generated from the previous three weeks. For unexplained absences, reminder notes are sent to parents re: the need to provide absentee notes upon return to school.

The school has at times engaged the support of regional services to encourage improved attendance.

Referrals are made to the Home School Liaison Officer for ongoing, unexplained absences.
Staff information

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

MPS continues to benefit from a highly dedicated and focused staff. Throughout the year a broad range of staff undertook a variety of roles, sharing their expertise and expanding and developing their skills as a professional educator.

Staff maintain a strong focus on the improvement of learning outcomes through quality teaching.

Staff retention

2012 saw some exciting moves amongst staff.

One staff member, Kylie Martin, who was in a temporary teaching role, successfully applied for and gained a permanent classroom teaching position through the merit selection process.

Part of our staffing allocation has been filled by temporary teachers, as we have two permanent staff members taking long service leave, leading into retirement.

Additional allocation of General Assistant (GA) time required the engagement of a second GA for 3 hours a week.

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>
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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>$</th>
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<tbody>
<tr>
<td>30/11/2012</td>
<td>487636.63</td>
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</table>

<table>
<thead>
<tr>
<th>Income</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>170836.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>139322.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>73158.07</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>87105.85</td>
</tr>
<tr>
<td>Interest</td>
<td>9932.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7271.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>487636.63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of financial summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>4270.50</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>166334.29</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>45318.71</td>
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<tr>
<td>Administration &amp; office</td>
<td>37712.44</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>35759.20</td>
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<tr>
<td>Maintenance</td>
<td>9721.62</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9983.31</td>
</tr>
<tr>
<td>Capital programs</td>
<td>17854.66</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>431928.30</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>55708.33</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts

Mullumbimby Public School is proud of its Creative Arts Program. Recognising the broad range of talent within our school, we provide our students with opportunities to showcase their talents both at school and in the local and wider community.

Choir

In 2012 our school choir, consisting of Primary students, performed at school events such as Presentation Day and Carols By Candlelight. The group was conducted Mrs Martin. The aim is for our students to produce performance quality items to appreciative audiences. Several students presented solo performances and duets at various functions during the year including our inaugural Art Expo, Aussie of the Month assemblies and Presentation Day.

Dance

Students were encouraged to dance throughout the year through a variety of avenues. Junior students eagerly participated in North Coast Dance Festival in Lismore, whilst our newly formed Arts ministry coordinated senior dance experiences for our annual Talent Show. Multi Cultural Day, visiting performances and regular school discos enabled all students to be engaged in dance.

Visual Arts

All of our students participate in making and appreciating visual arts as part of our classroom programs.

Our school prides itself on being active in our local community. All of our students completed artworks for our inaugural Art Expo, which was held in Term 3.

We held an ‘Artist of the Term’ competition where all students were encouraged to submit pieces of work in a variety of mediums. These were on display in the administration foyer.

Visiting performers

At MPS we aim to provide our students with a range of cultural experiences. As part of our 2012 program, the learning experiences of our students were enhanced by visiting high school bands, artists and a ‘drumbeat’ band.

Sport

Primary School Sports Association - PSSA

There has been a strong commitment to provide a wide range of sporting activities at Mullumbimby Public School. The school again entered several teams into the PSSA knockout competitions for both boys and girls.

School Knockout Teams were involved in netball, girls & boys football, cricket and girls and touch football.

A number of students made it through to District Carnivals and Trials, including Swimming, Cross Country and Athletics, as well as a variety of team sports.

Students also made it through to the Far North Coast Zone Carnivals and Trials. Our most significant achievement of the year was from Belone Kabamba, who represented MPS at the PSSA state athletics carnival.

School Sport

All students are actively engaged in a variety of skills based sport sessions. We are fortunate to have several parents who are able to assist and share their personal expertise with students.

Kindergarten students were able to participate in a weekly golf clinic during Term 3
**Academic**

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.

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

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

**Reading – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>2.4</td>
<td>11.9</td>
<td>9.5</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>2.9</td>
<td>10.3</td>
<td>13.1</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>2.9</td>
<td>11.0</td>
<td>18.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.3</td>
<td>11.7</td>
<td>16.8</td>
</tr>
</tbody>
</table>

**Numeracy – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>2.4</td>
<td>4.8</td>
<td>21.4</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>2.3</td>
<td>5.1</td>
<td>23.9</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>3.3</td>
<td>9.3</td>
<td>20.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
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**Reading – NAPLAN Year 5**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>510.3</td>
<td>494.5</td>
<td>492.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>10.0</td>
<td>6.7</td>
<td>20.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>6.4</td>
<td>9.2</td>
<td>28.3</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>6.1</td>
<td>10.7</td>
<td>26.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>9.3</td>
<td>11.2</td>
<td>23.7</td>
</tr>
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</table>

**Numeracy – NAPLAN Year 5**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>490.2</td>
<td>497.3</td>
<td>493.6</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>20.0</td>
<td>26.7</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>0.6</td>
<td>18.5</td>
<td>28.9</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>4.6</td>
<td>10.6</td>
<td>25.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.4</td>
<td>13.2</td>
<td>24.6</td>
</tr>
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</table>

**Student engagement through K-6 clubs**
Progress in reading

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>55.7</td>
</tr>
<tr>
<td>SSG</td>
<td>85.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
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</table>

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>64.0</td>
</tr>
<tr>
<td>SSG</td>
<td>93.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
</tr>
</tbody>
</table>

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.

Significant programs and initiatives

Aboriginal education

The MPS Aboriginal Education team combined with community members to present fun and informative activities to celebrate NAIDOC week.

The students and teachers were able to enjoy dancing and music played on the didgeridoo, while learning about the culture and history of Aboriginal and Torres Strait Islander people.

The teaching of Aboriginal culture continues to play a major role through cross-curricular perspectives through all Key Learning Areas.

Multicultural education

At MPS we value the diverse, multicultural nature of Australian society and celebrate the rich diversity of nationalities represented at our school.

Multicultural perspectives are integrated across all Key learning areas. Units of work are linked to the achievement of outcomes through the study of countries, cultures and world events.

Students of non-English speaking backgrounds are targeted with an appropriate learning intervention program which is directly linked to classroom activities.

Enhanced understanding of cultures other than our own has been achieved through the teaching of values across the school. MPS encourages all students to have tolerance and respect for all cultures through an integrated program.

Our annual multi-cultural day was again celebrated at MPS with students engaging in a variety of activities designed to provide deep knowledge and understanding of our multi-cultural society.

Environmental Education

At MPS we value environmental education and have developed a culture of environmental awareness amongst students and staff.

We have continued to make involvement in our school environment, part of every student’s experience. Gardening groups continue, with jobs undertaken including planting, harvesting and maintenance of the vegie plots, regeneration of the native areas around our school and maintenance of our chickens.

It is rewarding to see the students take ownership of these projects and value the need for a sustainable world.

Progress on 2012 targets

Target 1 - Literacy

To improve spelling ability and increase understanding of the three levels of comprehension. Each year we will reduce the number of students achieving in the middle bands by two students and increase the number of students achieving at the level of proficiency by two students in both years 3 and 5.

Our achievements include:

- The average progress in spelling for our students between Year 3 & Year 5 from 2010-2012 has been 97.7%, compared to the state average of 95.4%
- Only 2.4% of Year 3 students were in Band 1 NAPLAN spelling, compared to 4.2% state average.
- Only 3.3% of Year 5 students were in Band 1 NAPLAN spelling, compared to the 4.7% state average.
Target 2 - Numeracy

To improve our overall Numeracy results. Each year in Year 5 we will reduce the number of students achieving in the middle bands and increase the number of students achieving at the level of proficiency.

Our achievements include:

- Our Year 3 NAPLAN numeracy average score was 401.5, compared to the state average of 400.5
- In Year 5 we had 0 students in Band 3 NAPLAN numeracy
- The average growth in NAPLAN numeracy between Year 3 and Year 5 for 2010-2012 was 90.1%, compared to 85.2% for 2009-2011.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of management and mathematics.

Background

As a new Principal at the school, and a way of me understanding aspects of the school some parents completed a telephone questionnaire based on the teaching of mathematics. Families were randomly selected and all who were contacted were happy to answer the questions put forward.

Findings and conclusions

- 95% of parents agreed that the school mathematics program is meeting student needs.
- 92% of parents thought that the school is well resourced in mathematics equipment.
- 95% of parents believe that staff improve their mathematics teaching practice by attending professional learning sessions.
- 70% of parents would like to see more mathematics information sessions offered for community members.

Future directions

The school will continue to strengthen its mathematics program in 2013 and beyond. Teacher professional learning opportunities will be explored and those seen as valuable will form the core of future learning. Additional resources will continue to be purchased and specialist regional personnel will be employed to work with MPS staff.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents and teachers about the school and its operation. Their responses are presented below.

Parent satisfaction with Mullumbimby Public School continues to be very high with 100% of parents surveyed either strongly agreeing or agreeing that MPS as a learning community is an attractive and well resourced school that is connected to the community and welcomes parental involvement. They also indicated that parents are encouraged to contact the school to discuss concerns relating to
their child. 90% of parents agreed that our Art Expo in 2012 was a great way of further developing and promoting creative arts in the school.

Staff are committed to setting high standards of achievement for all students that attend the school. Staff are very keen to further promote and enhance the many diverse opportunities that students are provided.

Professional learning
Teacher Professional Learning is an ongoing priority for Mullumbimby Public School. In 2013, our staff meeting structure will be altered to reflect the need for regular professional learning opportunities. Every Wednesday afternoon a one hour meeting will be dedicated to this.

In 2012, professional learning was undertaken by all teaching staff. Where appropriate, school administrative staff participated as well.

Professional Learning activities included:

- Every Student Every School training
- WH&S policy and procedures
- Best Start and Literacy & Numeracy continuums
- The four aspects of spelling
- Child Protection Policy

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- Teaching programs reflect learning from PL experiences & professional readings.
- Staff are familiar with DEC support documents
- Programs; classroom environments and workbooks indicate that 100% students have the opportunity to write daily
- Programs; classroom environments and workbooks indicate that the four knowledges are being taught and used by students
- 100% students participate in a daily spelling activity designed to teach common words
- Students are familiar with the code and use it to edit their own and others’ work
- One Stage Meeting each term is dedicated to moderating student writing using the Spelling criteria
- Targeted students indicate improvement by 1 or more Individual Progress Levels (IPL)
- Targeted students in Yrs 3 & 5 increase one band width

Strategies to achieve these targets include:

- All teachers participate in regular and ongoing Professional Learning activities. School participates in LVLC Writing Projects
- Teachers provide opportunities for quality daily writing
- Morning session re-structured to become 2 hour uninterrupted literacy based learning time
- Teachers explicitly teach the:
  i. Four Spelling knowledges to all students &
  ii. Patterns/ rules related to identified words spelt incorrectly in NAPLAN (2012)
- The whole school editing code is reviewed and adopted by all teachers
- Regular moderation of writing work samples during Stage based PL meetings focusing on the Spelling criteria
- Student work is analysed and individual student need is identified and addressed through Guided Spelling sessions and through support by the LST and SLSO
- Parents know how to support the acquisition of spelling knowledge & skills
School priority 2

Outcome for 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.*

2013 Targets to achieve this outcome include:

- An increase in the number of students being recognised for keeping the rules (PBL Awards; thumbs ups)
- PBL Focus is determined in response to data analysis
- Increase in the number of students invited to end of term PBL reward day
- 100% teachers participate in PBL training

Strategies to achieve these targets include:

- Consolidate all aspects of PBL including:
  - Focus on targeted rule at weekly PBL assembly
  - Teaching the rule over two weeks (introduce in week 1 & consolidate in Week 2)
  - Each class taking turns to demonstrate / role play the rule at assembly
  - Behaviour incidents are recorded and tracked on SENTRAL.
  - Reward activity at the end of each term to recognise students who follow PBL
  - Attend training to learn about further applying PBL to the classroom setting

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.

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Our inaugural Art expo was a great way to showcase student talent and involvement