2010 Annual School Report
Mulgoa Public School

NSW Public Schools – Leading the way
Mulgoa Public School

Mulgoa Public School is a small, semi-rural school, located 15 minutes from the centre of Penrith. The school was established in 1883 and has attractive grounds and beautiful heritage buildings.

Our school has a strong focus on literacy and numeracy and leads the mathematics project in our local school network.

The happy, family atmosphere at Mulgoa Public School touches all aspects of school life. All children develop strong networks through the grades. This enhances social skills in a positive, nurturing environment.

Our school offers:

- small class sizes
- computers in every room
- interactive whiteboards in every classroom
- two modern video conferencing facilities
- air-conditioned classrooms
- great extracurricular activities — public speaking, choir, dance and skipping squad
- opportunities for parent participation
- large shade areas and an extensive playground
- a quality curriculum delivered by highly-qualified, experienced and dedicated staff
- ongoing professional learning for all teachers to ensure students are engaged in quality learning programs
- a sustainable garden
- access to before and after school care

- an extensive transition to school program

Mulgoa Public School is an active participant in the Penrith Valley Small School’s Network, and the Glenmore Park Learning Community, giving access to professional learning and shared activities for staff and students. Our school leads a combined small schools’ Positive Partnership program, aimed at improving the learning outcomes for special needs students enrolled in mainstream classes. It also leads the combined schools’ mathematics project. These linkages between staff, students and parents, enable our school to benefit from the intimacy of a small school within a wider school community.

Principal’s message

What an exciting year this has been for Mulgoa Public School staff, students and parents! There have been many fine traditions upheld, such as the K-6 cross-country, the Senior Citizen’s concert, transition to Kindergarten and transition to high-school activities, choir, the public speaking competition, the talent quest and the school swimming scheme. There have also been many exciting activities as a result of our closer links with our local small schools and our closer links with our local pre-school. These activities included the Writer’s evening at Glenmore Park High School, combined camps to Yarramundi and Canberra, the combined schools’ disco, and the combined schools cross country carnival, swimming carnival, gala day, athletics carnival, picnic
day and our visit to the local pre-school. On an educational level, the teachers and students have benefitted from our participation in the Literacy on Track program and from the Literacy and Numeracy Leaders program, with improved outcomes in student learning evident.

2011 will see these exciting programs, activities and linkages continue, with increased opportunities for further combined activities.

Many of these activities will be reported upon in greater detail later in this report, along with information regarding student achievement data and progress on our school targets.

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.

Ms Jennifer Thompson
Principal

P&C message
Mulgoa Public School P&C has had another successful year in supporting our school and our children. During 2010, the P&C focused their fundraising towards providing air-conditioning for the new library.

The canteen volunteers kept the canteen open on a regular basis for recess and lunch orders. Thank you for your support of the canteen in 2010. The P&C always welcomes new ideas and members, so come along to any of our meetings. We look forward to a successful 2011 and again being able to support our school and our children.

The P&C ran Mother’s and Father’s Day stalls, morning teas and lunches and a Bunnings fundraising BBQ. A successful small school’s lunch was also run by the P&C at the small school’s athletics carnival, as well as at the K-2 Small School’s Picnic Day held at Mulgoa Public School.

Rebecca Marshall
P&C President

Student representative’s message
As 2010 School Captains and school leaders we assisted in many various fundraising activities for the Year 6 farewell. These included cake days, crazy hair day, guessing competitions and lots more. We also assisted in running the school Talent Quest and Art Festival.

During 2010 we assisted in running school assemblies in our new library. As Captains we represented our school at the ANZAC Day Ceremony and laid a wreath on behalf of our school. We attended a Mayoral award ceremony where we were presented with a certificate and had our photo taken with the Mayor of Penrith. As school leaders we assisted teachers in the running of the Regional Finals of the Premiers Spelling Bee which our school hosted. We have enjoyed our time at Mulgoa Public School and are thankful for the experiences we had an opportunity to be part of.

Bianca Smith and Hayley Nelms
Year 6 Captains 2010
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
The school enrolment of 60 students was comprised of 27 male and 33 female students. Of these students, 2 were Aboriginal and 3 were from a language background other than English (LBOTE). Enrolments have been fairly stable over the last 3 years.

Student attendance profile
School attendance rates have been fairly stable over the last 4 years and are slightly above state and regional averages.

Management of non-attendance
Class rolls are updated daily and all unexplained absences are followed up by a letter home to parents or caregivers requesting a reason for the absence. Extended absences or frequent absences are followed up with an interview with the parents or caregivers.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3/4WY</td>
<td>2</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>2/3/4WY</td>
<td>3</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>2/3/4WY</td>
<td>4</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>4/5/6BM</td>
<td>4</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>4/5/6BM</td>
<td>5</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>4/5/6BM</td>
<td>6</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>K/1/2TP</td>
<td>K</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2TP</td>
<td>1</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2TP</td>
<td>2</td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</table>
Staff information

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

Staff establishment

There were five part-time classroom teachers and one teaching principal. Our school counsellor allocation was one half day per fortnight, and our support teacher learning assistance allocation was three hours per week.

School administrative staff included one full-time School Administrative Manager, one part-time School Administrative Officer for one day per week, and a General School Assistant for one day per week. Two Learning Support Officers were employed on a temporary part-time basis for integration and classroom support.

There were no indigenous staff members employed at Mulgoa Public School in 2010.

Teacher qualifications

All teaching staff members 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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>16%</td>
</tr>
</tbody>
</table>

Financial summary

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

A portion of our funds carried forward will be spent to purchase new classroom equipment, including literacy and numeracy resources. A portion of these funds are also held in the school account for essential long-term maintenance and replacement of capital equipment.

A full copy of the school's 2010 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>83 052.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>71 778.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>29 012.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19 962.27</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4 202.53</td>
</tr>
<tr>
<td>Canteen</td>
<td>8 089.10</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>216 097.52</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 8 171.86   |
| Excursions                | 12 537.10  |
| Extracurricular dissections| 7 819.75   |
| Library                   | 512.54     |
| Training & development    | 2 788.18   |
| Tied funds                | 31 968.16  |
| Casual relief teachers    | 5 751.38   |
| Administration & office   | 24 615.05  |
| School-operated canteen   | 0.00       |
| Utilities                 | 11 876.39  |
| Maintenance               | 9 633.46   |
| Trust accounts            | 7 471.91   |
| Capital programs          | 0.00       |
| **Total expenditure**     | 123 145.78 |
| **Balance carried forward** | 92 951.74 |
School performance 2010

Our school provides a balanced curriculum with opportunities for participation in all areas.

Achievements

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)

Year 3 – NAPLAN 2010

NAPLAN results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band and school averages should not be reported if results are available for less than 10 students.

In 2010, nine students sat for NAPLAN at Mulgoa Public School, therefore the results will not be presented in graphical form.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Statistically Similar Group</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Mark 2010</td>
<td>422.0</td>
<td>418.0</td>
<td>414.3</td>
</tr>
</tbody>
</table>

Students in Year 3 performed strongly in 2010 NAPLAN when compared to our school education group, statistically similar schools and the state DET average, with the school averages being consistently above each of these averages in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

There were an increased percentage of students achieving proficiency standard and a decreased percentage of students achieving below national standards.
Year 5 – NAPLAN 2010

In 2010, ten students sat for NAPLAN at Mulgoa Public School. The results are shown below in graphical form.

**Reading**

[Graph showing percentage of students in bands: Year 5 reading]

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

**Writing**

[Graph showing percentage of students in bands: Year 5 writing]

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

**Spelling**

[Graph showing percentage of students in bands: Year 5 spelling]

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

**Grammar and Punctuation**

[Graph showing percentage of students in bands: Year 5 grammar and punctuation]

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010
Students in Year 5 did not perform as well as the students in Year 3, although there was strong performance in Reading and Writing when compared to our school education group, statistically similar school and the state DET averages, with the school averages being above these averages in Reading and Writing.

There were also a decreased percentage of students achieving below national minimum standards compared to 2009.

Areas for improvement include Spelling, Grammar and Punctuation and Numeracy.
Additional areas of improvement include increased growth from Year 3 to Year 5 in all aspects of Literacy and Numeracy.

School based assessment data from 2010 programs and initiatives show strong improvement across all grades, including Year 5, particularly as a result of school focused learning in Mathematics, Reading and Writing. Areas of school identified need include fractions and decimals and spelling.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

| Percentage of Year 3 students achieving at or above minimum standard in 2010 |
|-----------------|-----------------|
| Reading         | 100             |
| Writing         | 100             |
| Spelling        | 100             |
| Punctuation and grammar | 89        |
| Numeracy        | 100             |

| Percentage of Year 5 students achieving at or above minimum standard in 2010 |
|-----------------|-----------------|
| Reading         | 100             |
| Writing         | 90              |
| Spelling        | 90              |
| Punctuation and grammar | 100            |
| Numeracy        | 100             |

Strategies to improve performance and growth

To improve performance and growth, the school has participated in several initiatives and has applied many strategies in 2010. Whole school participation in the Literacy on Track program has seen targeted interventions in comprehension strategies. Participation in the Literacy and Numeracy leaders program has focussed on whole school improvements in writing. Participation in the community of schools’ numeracy project has seen increased student performance, particularly in the second semester.

Sport
Small Schools Swimming Carnival

The first combined Small Schools Swimming Carnival was held in 2010, with ten children from Mulgoa Public School competing in a variety of events. Three children, – Amy Neill, Jack Godwin and Brock Riley - represented Mulgoa Public School at the District Swimming Carnival.

Cross Country Carnivals

Our first combined Small Schools Cross Country was also held in 2010 at Wallacia Public School and was an excellent opportunity for our students to compete against a larger number of students. Twenty students represented our school at the Penrith PSSA District Cross Country Carnival at Jamison Park with some great results. Jamie-Lee Partridge placed 5th, Amy Neill – 13th, Jack Godwin – 23rd and Ashlee Mitchell 29th.
Athletics Carnivals

Mulgoa Public School, together with Luddenham Public School, Wallacia Public School and Orchard Hills Public School managed the district athletics carnival for the Penrith Valley schools. Jamie-Lee Partridge was selected to be part of the Penrith PSSA Athletics Team, representing our area at the regional carnival.

Jump Rope for Heart

2010 saw the whole school and wider community come together to raise money and awareness for the Heart Foundation while incorporating student learning and fitness at the same time. During terms 1, 2 and 3, all students participated in health lessons aimed at improving student fitness and stamina, as well as allowing them to learn fun and challenging skills in skipping. These lessons culminated in a Jump Off day on the 6th of August which showcased the skills of the students and sent a clear message to improve student health and fitness in order to prevent cardiac disease. The day was well supported by parents, caregivers, teachers and the wider community, and resulted in raising a fantastic $2020.50 for the Heart Foundation, with over $200 in skipping ropes provided to the school and individual prizes for each student who donated and participated. The Penrith Press attended the event and it was promoted as part of our Education Week activities in the DET Education Week Online website.

University Competitions

The University of NSW Competitions proved very popular with our students. The bands below indicate the percentage of students participating in each grade.

<table>
<thead>
<tr>
<th>Competition</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Skills</td>
<td>12%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>English</td>
<td>25%</td>
<td>37%</td>
<td>20%</td>
</tr>
<tr>
<td>Spelling</td>
<td>12%</td>
<td>37%</td>
<td>20%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>37%</td>
<td>37%</td>
<td>30%</td>
</tr>
</tbody>
</table>

No students in Year 4 participated this year. The students that did participate developed new skills and each participating student received an individual printout of their results and a certificate. Four students performed exceptionally well with Daniel McCackett achieving a credit in Computer Skills, Hayley Nelms receiving a credit in Spelling and Dylan Flanagan and Isaac Pace receiving credits in Mathematics.

Public Speaking Competition

Mulgoa Public School participated in the Nepean Valley Oral Reading and Public Speaking Competition. After much preparation and practice for our school competition, 4 students were selected to compete against other local schools at the Cluster Finals. The representatives were Luke Dunn (Year 3), Joshua Moonen (Year
4), Clayton Johns (Year 5), and Hayley Nelms (Year 6). All of the students spoke beautifully and received a certificate of participation in the finals. Clayton Johns won his Cluster Final and made it to the Grand Finals where he placed 3rd.

Regional Premier's Spelling Bee

On Friday the 17th September, our school held the Regional Spelling Bee Final. There were a lot of words Holly, Josh, Kayla and I had to practice but they were pretty easy words—until you got to level 5 or 6!!! I reached level 7 before dropping out on the word ‘phosphorus’. Every participant received a certificate and the winner and the runner-up won a dictionary and an electronic dictionary/thesaurus. Our school also won an electronic dictionary for hosting. The visiting school’s parents said we have a lovely school and we were very proud of that.

By Sharlette – Year 6

Writers’ Festival

As part of our community of schools, Mulgoa was involved in the Writer’s Festival celebrating and recognising our talented stage two and three students. All students in years four to six were encouraged to write several pieces of poetry from different genres. Eight students, including Kayla Assonga, Sharlette Bruce, Tayla Dunn, Brooke Kable, Ashlee Mitchell, Josh Moonen, Amy Neill and Hayley Nelms were chosen to represent our school with their work published in a Poetry Anthology. All selected students were invited to attend a writer’s evening on the 14th of September at Glenmore Park High School, with published author and poet Steven Herrick as special guest and speaker. All students were able to read their work to a small audience. They received a special award presented by Steven Herrick and a personal copy of the anthology.

Music Count Us In

Mulgoa PS participated in a nationwide project called Music Count Us In. The program is designed to promote music in schools. Several high school students were chosen from across Australia to write a song for the event with mentoring from John Foreman. The winning song for 2010, written by three of them, was ‘Come Play Your Part’. At Mulgoa PS, we learnt the song, developed some actions to go with it and learnt how to sing in parts. On 2nd September, 1500 schools across Australia sang the song at the same time. This included about 500,000 students. Mulgoa PS sang along whilst watching the live webcast from the steps of the Opera House where 300 students were singing. It was a wonderful experience for a
small school to feel we were part of such a large performance and many of the students showed increased enthusiasm for music.

The students have been assessed by their class teacher and were tested using the same test format and framework.

The children have then been placed onto a learning framework based on their current strategies.

This 'snapshot' of Numeracy strategies at Mulgoa can now be used to direct learning experiences in the classroom as well as allowing teachers to monitor a student’s progression and development in Numeracy.

The project has allowed all 7 schools to share in professional development and teacher professional discussion. The project has opened avenues of communication between schools with opportunities for teachers to observe lessons in other schools, access Consultant support and mentor staff at their own school. The project has been instrumental in presenting 2 Staff Development Days to the Community of schools.

The Community of Schools project will continue into 2011, with a focus on Fractions, as well as continuing with assessing students in Place Value, Multiplication and Newman’s Error Analysis.

**Significant programs and initiatives**

**Numeracy Project**

In 2010 Mulgoa Public School led a Numeracy Project that included 7 schools in the Glenmore Park Community of Schools. The project was loosely based on the TOWN program and aimed to use rich assessment tasks to monitor and direct student learning in Numeracy.

The project focussed on Stage 2 and Stage 3 students with a view to improve numeracy outcomes of students through a deeper understanding of the Numeracy Continuum. The focus of the project was Place Value, multiplication and Newman’s Error Analysis.

The assessment tasks were interview style, one-on-one, designed specifically so teachers could observe the students strategies in these areas. The aim was to shift our focus from what we think they can do, to what the students can actually do, as observed by the teacher.

The children have been assessed using elements of SENA 1, SENA 2 and Newman’s Error Analysis.

The assessment tasks were interview style, one-on-one, designed specifically so teachers could observe the students strategies in these areas. The aim was to shift our focus from what we think they can do, to what the students can actually do, as observed by the teacher.

The children have been assessed using elements of SENA 1, SENA 2 and Newman’s Error Analysis.

**Literacy on Track Project**

During 2010, staff participated in the Literacy on Track professional learning program. This consisted of four half day sessions being led by a trainer. During these sessions, staff acquired further knowledge on up-to-date research and teaching techniques in effective teaching of literacy and tracking student progress in literacy. The major focus was the teaching of comprehension skills so students are able to understand what they have read, and use or analyse what they have read for different purposes. As part of the program, staff used the techniques learnt to plan and teach in their classrooms. They also had an opportunity for the trainer to come into the classroom to demonstrate ideas or observe.
During the half day sessions there was an opportunity to reflect on and discuss what was happening in literacy lessons. A major benefit of the whole school participating in the program is that all classes are using the same terminology when speaking to students about how to comprehend what they are reading and we are seeing an extra emphasis on comprehension across the school.

**Aboriginal education**

The school continues to support the needs of Aboriginal students. The achievement of Aboriginal students in our school matches or exceeds the school average, based on school and national assessment data. 100% of Aboriginal students exceeded national minimum standards in 2010 NAPLAN in literacy and numeracy.

**Multicultural Education**

In March 2010, Mulgoa Public School celebrated Harmony Day. Government resources of posters and balloons decorated the playground. Other resources of badges and stickers, as well as the children dressing in orange mufti, added to the day.

During the day, the children enjoyed playing games. They discovered that children all over the world play games. Many of these games are similar in each country – they just have different names. Games the children played included, *How Deep is the Water, Molly Bright, Lion and Leopard, Leap Frog, Hopscotch* and *Jacks*.

During lunch, children sampled foods that originated in other countries. These included salsa and corn chips, fried rice, chili con carne, spaghetti and meatballs and sauerkraut with kransky sausages.

**Respect and responsibility**

The students from our school hosted a performance for the local senior citizens group, performing a Christmas concert. The students greeted the seniors with “hello” in their native language and wished them “Merry Christmas” the same way. The children also prepared a gift of sweets to give each person at the end of the performance.

Our senior students attended the Penrith combined school’s Anzac Service. Our skipping squad performed at the local preschool.

School survey results at the end of 2010, showed that 100% of the students at Mulgoa Public School agreed that they were expected to be respectful and responsible school students and members of the community.

**Student Welfare**

We participated in “Walk Safely to School Day” and visited the Life Education Centre at Colyton to participate in lessons about drug education and healthy lifestyles. Students in Years 5 and 6 participated in a resilience and social skills program, “Rubber Souls”.

In 2009 there was a perceived need to improve recognition for positive student behaviour. There was also a perceived need to increase the opportunities for students to receive recognition throughout the year, with less emphasis on the end of year presentation assembly.

To improve in this area in 2010, we adopted our new student welfare “Traffic Light” system. Celebration activities were built in to each term to recognise and reward those students who consistently followed the
school’s core rule statements of “Be Safe, Be Respectful, Be Responsible, Be a Learner.”

Strategies were also put into place to support those students who had difficulty consistently following these rules. This system enabled more consistency in the management of student behaviour.

Progress on 2010 Targets

**Target 1**
To improve student performance in literacy with an increase in the number of students reaching regional and school developed benchmarks and with an improvement in student comparative growth evident for Year 5 students.

Our achievements include:

- Staff and students participated in the Literacy and Numeracy Leaders and the Literacy on Track programs.
- Key Indicators of Achievement were developed Pre-school to Year 8 to measure and track student progress in all aspects of literacy. Students across the school were tracked in their progress in literacy using these indicators.
- School funds were allocated to provide teacher release for participation in the Literacy on Track program.
- Students participated in a community of school’s writers festival, with selected student’s writing published and presented at the festival.
- All students in Year 3 reached national minimum standards in reading, writing, spelling and punctuation. All Year 3 students, except one, reached minimum standards in grammar.
- All students in Year 5 reached national minimum standards in reading and grammar and punctuation. All Year 5 students, except one, reached minimum standards in writing and spelling.
- There was an improvement in the number of Year 3 students achieving above minimum standards and achieving proficiency standards in all aspects of literacy – achieving above region in all aspects and above state in most aspects.
- There was an improvement in the number of students in Year 5 achieving above minimum standards in reading and writing.
- 100% of students in Kindergarten reached standards as based on the Best Start learning continuums.
- 100% of students in Kindergarten reached regional benchmarks in reading.

**Target 2**
To improve student performance in number, with an increase in the number of students reaching regional and school developed benchmarks. All students to
meet or exceed national minimal standards in NAPLAN numeracy.

Our achievements include:

- Staff and students participated in the Literacy and Numeracy Leaders program and the community of schools’ numeracy project.
- Key indicators of achievement were developed Pre-school to Year 8 to measure and track student progress in number. Students across the school were tracked in their progress in early arithmetic strategies, place value, multiplication and Newman’s Error Analysis.
- School funds were allocated to provide teacher release for participation in the community of schools’ numeracy project.
- 100% of students in Year 3 and Year 5 reached minimum standards in NAPLAN numeracy.
- There was an increased number of students in Kindergarten to Year 2 reaching and exceeding regional benchmarks in number.
- 100% of students in Kindergarten reaching standards as based on the Best Start learning continuums

**Key Evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of the Kindergarten Transition Program and creative arts.

**Educational and Management Practice**

**Transition to School Practices**

**Background**

The school community was surveyed in 2010 regarding the modified transition to school practices introduced for the first time in 2010 for the incoming 2011 Kindergarten students and their families. The extended transition model was based on research by University of Western Sydney research academics and spanned 2 terms of school. It involved parents, staff, students and the local preschools. The results of the survey are based on the responses of 73% of the 2011 Kindergarten parents and 100% of the preschool staff.

**Findings and conclusions**

100% of the parents and pre-school staff strongly agreed that the extended transition program met the needs of their child/ren as well as the needs of the parents and their families. 100% of the parents strongly agreed that the information sessions were worthwhile and that expectations and aspects of the school were clearly communicated to them. The parents indicated that having parent information sessions during the day as well as during the evening catered well for their needs.

There is a clear message that the extended transition program is valued by the school community and is a worthwhile investment for school funds for planning and for teacher release. Information sessions should continue to be held during the day as well as the evening to meet the needs of all families.
Curriculum

Creative Arts

Background

For 2010, the school conducted surveys to determine the opinions of staff, students and parents of the current Creative Arts program. The results represented 100% of the students, 100% of the teachers and 31% of the parents.

Findings and conclusions

Most of the students like visual art activities the best and consider this subject to be important in their learning. Less students considered drama, dance and music to be important and did not enjoy these subjects as much.

Most teachers felt that they had adequate resources to teach visual arts, drama and dance, but did not have adequate resources to teach music. They also felt there was a need to update the school’s creative arts policy.

Most parents agreed that their children were showing development in their creative arts skills, however, many parents stated that they did not have a good understanding of the creative arts syllabus. Some parents felt that they were not informed of their child’s progress in creative arts.

To raise awareness of the creative arts syllabus, we need to run a parent information session at a P&C meeting. At this meeting we need to show where on our school reports we show progress in creative arts and what this progress means. The Parents Guide to the K-6 Syllabus, would be a worthwhile document to refer parents to.

We also need to look at our music resources and consider where budget needs to be allocated. There is a clear need to emphasise the importance of creative arts activities and to revise the school’s policy.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. A survey was completed by 100% of the staff, 100% of the students and 31% of the parents, gaining information about several areas of school practices and procedures. The key findings are presented below.

The students felt that Mulgoa Public School is a place where their parents were welcome and where the teachers expected the students to work hard. They also felt that the teachers had high expectations for student behaviour. They also felt that they needed more access to computers.

The parents felt that the school was connected with its community and that parents were encouraged to discuss their concerns relating to their child. They felt that the school was a friendly place that was tolerant and accepting of all students. They felt that the students were the school’s main concern and that fair discipline exists within the school. Parents also felt there was good access to computers for students and that there were strong technology resources and programs. They felt that the school promoted its uniform policy.

The staff felt that the school was connected to its community and that it welcomed parent involvement. They felt that the students were the school’s main concern and that there was a focus on literacy and numeracy programs. They felt that the school set high expectations of student achievement.
Professional Learning

All staff members, including teaching, administrative and support staff, have access to and engage in, professional learning to meet individual needs and school targets.

For teachers these included:

- Best Start training
- Literacy and Numeracy Leaders participation
- Literacy on Track
- Computer coordinator
- Assessment and reporting
- Writing
- Career development

In 2009, the staff survey indicated that there were insufficient funds to meet teacher professional learning needs. Accordingly, in 2010, school funds were allocated to supplement the funds received from the DET. In particular, these funds were spent on staff participation in the Literacy on Track Program, with a corresponding improvement in student learning outcomes in reading and writing. In 2011, additional school funds will be allocated to supplement teacher professional learning funds.

School Development 2011

Targets 2011

Target 1

Literacy – Spelling

To improve student performance in spelling, grammar and punctuation, with improvement in student expected growth evident for Year 5 students. All students to meet or exceed national minimum standards in NAPLAN spelling and grammar & punctuation.

Strategies to achieve this target include:

- Staff development and participation in the School Identified Literacy Project
- Staff development and participation in NAPLAN persuasive writing certification
- Staff development and participation in the community of schools focus groups
- School-based continuums of learning for literacy completed for all students
- Small schools networks established for shared understanding of syllabus and achievement standards

Our success will be measured by:

- 100% of students in Year 3 and Year 5 reaching minimum standards in NAPLAN spelling and grammar & punctuation
- Increased number of students in Year 3 and Year 5 achieving above minimum standards in NAPLAN spelling and grammar & punctuation
- Increased number of Year 5 students reaching expected growth in spelling & grammar and punctuation
- Systems in place to track student achievement and progress in literacy
- Increased teacher awareness of the elements of quality teaching and its implications for student literacy achievement
- All students K-2 reaching standards as based on the Best Start learning continuums
Target 2
Mathematics - Fractions
To improve student performance in number, with an increase in the number of students reaching regional and school developed benchmarks. All students to meet or exceed national minimal standards in NAPLAN number, patterns and algebra.

Strategies to achieve this target include:
- Staff development and participation in the DET's Authentic Assessment Project in Mathematics
- Staff development and participation in the community of schools focus groups, including the numeracy project
- Tracking process for student achievement and progress in Number established
- Staff training in Newman’s Error Analysis and Counting On

Our success will be measured by:
- 100% of students in Year 3 and Year 5 reaching minimum standards in NAPLAN number, patterns and algebra.
- Increased number of students achieving proficiency standard in NAPLAN number, patterns and algebra
- Increased number of students exceeding expected growth in numeracy
- Increased number of students in Kindergarten to Year 2 reaching and exceeding regional benchmarks in number.
- All students K-2 reaching standards as based on the Best Start learning continuums

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