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 the heritage-listed buildings are a picturesque link to our colonial past. Mulgoa Public School offers quality education in multi-stage classes within its friendly, family-oriented school community.

The school has a strong focus on literacy and numeracy incorporating Count Me In Too and Literacy on Track. The use of technology across all Key Learning Areas is a school priority, with interactive whiteboards and computer workstations an integral part of every classroom.

Our school participates in choir and dance festivals, academic competitions, public speaking, debating and regional sport activities. The school maintains a close link with the local community, through its jointly managed sustainable garden project.

Mulgoa Public School is an active participant in the Penrith Valley Small School’s Network, and the Glenmore Park & Mulgoa Valley Learning Community, giving access to professional learning and shared activities for staff and students. This enables our school to benefit from the intimacy of a small school within a wider school community.

2012 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

Messages
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, the talent quest, the transition to Kindergarten and transition to high-school activities, the school swimming scheme, the Writer’s evening at Glenmore Park High School, combined camps to Jenolan Caves and Canberra, the combined schools swimming carnival, the combined schools gala day and athletics carnival and the combined small schools’ K-2 picnic day. At a school level, we participated for the first time in the Blue Mountains and Nepean Dance Festival and also participated for the first time in the Penrith Valley debating competition.
P & C message

Thank you to each and every one of you for your help with our Mulgoa Public School P&C for the year of 2011.

This year, the P&C focussed their fundraising efforts on being able to purchase 10 outdoor bench seats. We also donated money towards our Fun Day on the last day of school, which included entertainment and a meal deal for all our students.

The P&C also held Mothers’ and Fathers’ Day stalls as well as cake stalls and various raffles throughout the year. These events would not be able to take place without the help of all our volunteers. And let’s not forget the canteen (one of our main attractions for the children!!) Because of our volunteers, we have managed to remain open on Mondays and Fridays for both recess and lunch for most of the year. A very big thank you to all our helpers.

The P&C hopes to welcome new members with fresh ideas, so that we can all work together to support our school and our children for the year of 2012.

Sarah Dwyer
P&C President

Student representative’s message

As 2011 School Captains and school leaders we assisted in many various fundraising activities for the Year 6 farewell. These included cake days, chalk days, crazy hair day, guessing competitions and lots more. We also assisted in running the school Talent Quest.

During 2011 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. We have enjoyed our time at Mulgoa Public School and are thankful for the experiences we had an opportunity to be part of.

Clayton Johns, Ashley Dunn, Kayla Assogna, Ashlee Mitchell

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 72 students was comprised of 33 males and 39 females. Of these students, one was Aboriginal and 2 were from a language background other than English (LBOTE). Enrolments in 2011 show an increase compared to the previous 4 years.

Student attendance profile

School attendance rates have been fairly stable over the last 5 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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K/1</td>
<td>K</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>6</td>
<td>21</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.

There were five part-time classroom teachers and one teaching principal. Our school counsellor allocation was one half day per fortnight.

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. Four Learning Support Officers were employed on a temporary part-time basis for integration and classroom support.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There were no indigenous staff members employed at Mulgoa Public School in 2011.

Staff retention

Staffing remained stable in 2011.
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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33.3%</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.

Administration and office expenditure includes teaching principal relief costs.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>92,951.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>70,058.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>60,662.64</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>25,773.34</td>
</tr>
<tr>
<td>Interest</td>
<td>5,359.67</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5,728.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>167,582.42</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 16,319.11
- Excursions: 6,326.02
- Extracurricular dissections: 5,432.54
- Library: 628.84
- Training & development: 2,893.59
- Tied funds: 50,452.93
- Casual relief teachers: 4,173.21
- Administration & office: 25,660.27
- School-operated canteen: 0.00
- Utilities: 13,221.52
- Maintenance: 3,068.11
- Trust accounts: 5,476.34
- Capital programs: 9,450.00

Total expenditure: 143,102.48

Balance carried forward: 117,431.68
School performance 2011

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

Achievements

Art Competitions

Our talented students had the opportunity to participate in a number of art competitions in 2011. One competition Mulgoa students participated in was entitled ‘Pride in Where We Live’. This competition involved ten cities from around the world. Only a few students were selected from each city to have their art work displayed in Hakusan City in Japan. Charli Marshall in year 3 created a beautiful artwork and was rewarded with being selected as one of the winners. Her artwork is now displayed in Japan!

Debating

2011 saw Mulgoa Public School students participate in the Penrith Valley Debating Competition for the first time in many years. The competition is open to students in Year 5 and 6, however some Year 4 students at Mulgoa joined the team to assist only. As it was the first time that the students had debated, we visited Glenmore Park High School to work with the High School students to watch a debate and to also ask questions about how to structure and present a debate. The experience at the High School was extremely valuable and allowed the students to approach their first debate with increased confidence. The students dedicated many hours to the preparation of all 5 of their debates but were unsuccessful in winning any this year. The students in the Mulgoa Debating team for 2011 were Luke Dunn, Holly Read, Bailey Pennell, Joshua Moonen, Amy Neill, Ashlee Mitchell, Clayton Johns, Kayla Assogna and Brooke Kable

Public Speaking Competition

Mulgoa PS 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 Ethan Hoegel (Year 3), Holly Read (Year 4), Joshua Moonen (Year 5), Amy Neill(Year 5), Clayton Johns(Years 6) and Kayla Assogna (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.

Regional Spelling Bee

On Friday, 16th of September, four students attended the Regional Spelling Bee Final at Winmalee Public School. Joshua, Holly, Ethan and I all tried really hard and did our best at spelling the words. I made it to round two. All of us made it to at least round two and Ethan almost made it to the end. After the competition, you received an award. I went with Dad to get an ice cream. It was a great day. I really enjoyed it and I learnt some new words.

By Tayla Dunn

Premier’s Reading Challenge

This year, 29 students received their certificate for successfully completing the 2011 Premier’s Reading Challenge. One of these students, Sarah Ferguson, received a Gold Award for completing her fourth successful year in the Premier’s Reading Challenge. Congratulations, Sarah!

Sydney Writers’ Festival

This year, ten students attended the Sydney Writer’s Festival at the Joan Sutherland Performing Arts Centre in Penrith. The students heard four well known authors speak about what inspired them to write. The children enjoyed the day and came away determined to produce some ‘great writing.”

Penrith Valley Performing Arts Festival

Mulgoa Public School students from Year 1 to 6 participated in both the Penrith Valley...
Performing Arts Festival and the Blue Mountains Dance Festival. The twenty-five children combined both dancing and skipping in a routine choreographed by Miss Saunders and Mrs Young that received positive comments at all of our performances. We were incredibly proud of the hard work from all of the students and the level of commitment they displayed.

Athletics Carnival

In August 2011, Mulgoa Public School, along with Luddenham Public School, Orchard Hills Public School and Wallacia Public School, attended our small schools athletics carnival. Following this, 18 students represented our school at the District Athletics Carnival in various events, including the 100m, 200m, 800m and relay running events, as well as high jump. Amy Neill did us proud: “I came third in the district carnival in high jump. I received an award for this, but our whole school did well.”

Cottee’s Gala Days

On Friday, 20th May 2011, 30 students from years 2 to 6 attended a Cottee’s 5-a-side soccer gala day at Jamison Park in Penrith. Three teams each got to play five games against five other schools. The children had a fantastic time playing in a fun, non competitive game. Several students got to participate in some challenges, with Jade Dunn winning one challenge where she received a bottle of Cottee’s cordial. The Year 6 students were the game leaders for the day. They made sure all students got a fair go, took turns at being the referee and ensured the games ran smoothly. Many parents stayed and assisted throughout the day. Mrs Ralph brought all the children, parents and teachers soccer cup cakes to finish the day. Mrs Young and Miss Saunders, along with our practicing teachers Miss Meadows and Miss Kesby-St Clair attended on the day.

As it was such a fantastic day, we were invited to participate again on the 17th November 2011 at Cook Park in St Marys.

Easter Hat Parade

Our annual Easter Hat Parade was held on Friday the 8th of April. The weather was good and the children looked fantastic in their creations. The children (and parents) exhibited some fantastic creativity, so that this year we not only had amazing Easter hats and baskets, but also gorgeous Easter costumes and posters.
We were lucky enough to have a surprise visit from the Easter bunny, who helped make the Year 6 students' final parade a special one by presenting them with a large bunny egg. The Easter bunny provided all the eggs and treats for our Easter egg hunt and even made a final appearance for a whole school photograph.

The Year 6 Easter raffle was an enormous success due to the generosity of all our families and staff. Finally, visitors and students were treated to a delicious morning tea, as Mrs Ralph made a fabulous Easter cake.

### 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 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Skills</td>
<td>36%</td>
<td>33%</td>
<td>33%</td>
<td>14%</td>
</tr>
<tr>
<td>English</td>
<td>54%</td>
<td>22%</td>
<td>16%</td>
<td>28%</td>
</tr>
<tr>
<td>Spelling</td>
<td>54%</td>
<td>22%</td>
<td>16%</td>
<td>28%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>54%</td>
<td>22%</td>
<td>33%</td>
<td>42%</td>
</tr>
</tbody>
</table>

The students that did participate developed new skills and each participating student received an individual printout of their results and a certificate. In English, Sarah Ferguson, Charli Marshall, Chloe Moonen and Joshua Moonen all received Credits while Ethan Hoegel received a Distinction. In Mathematics, both Sarah Ferguson and Charli Marshall received a Credit. In Spelling, Ethan Hoegel received a Distinction. These results have made 2011 our most successful year in the University Competition in some years.

### Nepean Community and Neighbourhood Centre

Formerly known as SPYNS, the Nepean Community and Neighbourhood Centre has been an integral part of the social skills development program for the senior students at Mulgoa Public School in 2011. Two staff members, Emma and Jye, have visited Mulgoa Public 8 times during 2011 to present programs to the 4/5/6 class. The programs were developed in conjunction with the class teacher, Mrs Blackley, to meet specific needs as identified by the teacher. Included in these are peer pressure, bullying, choices, High School transition and body image. The feedback from the students has been 100% positive and we hope to continue this free program in 2012.
Climate Clever Energy Savers - CCES

The students, along with class teacher Mrs Blackley, undertook a climate awareness project in 2011. The project began with teacher training in Term 1. The aim of the program was to raise awareness and develop programs and resources to lessen the environmental footprint that Mulgoa Public School makes on our planet. The project was student centred, with the students planning and deciding on the direction the project took. The students investigated ways that their school uses electricity and ways we could diminish this use. The students had to document and list their findings and then investigate ways they could change this. Their progress was recorded and photographed. The children had to make a submission to receive a grant to achieve the changes they wanted to make. The students were successful in their submission and received a grant of $1300. The project has been highly successful in more ways than just receiving a grant, the students have learnt how to put a proposal together, to work as a team, to document a learning journey and to make a decision that will be beneficial to their community, not just themselves.

Fundraising

This year, the students participated in a “coin race” to raise money for a small school similar to Mulgoa that had lost so much in the Queensland floods. A total of $557 was gratefully received by Patrick Estate State School.

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)

Literacy – NAPLAN Year 3

Our Year 3 students performed well in the national testing, achieving above state and region averages in reading, grammar and punctuation and close to state and region averages in writing, although achievement in spelling was below state and regional averages.

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>469.6</td>
<td>415.5</td>
<td>415.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>0.0</td>
<td>18.2</td>
<td>27.3</td>
<td>9.1</td>
<td>0.0</td>
<td>45.5</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>0.0</td>
<td>10.5</td>
<td>28.9</td>
<td>21.1</td>
<td>5.3</td>
<td>34.2</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>3.8</td>
<td>10.8</td>
<td>19.1</td>
<td>23.9</td>
<td>18.1</td>
<td>24.3</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>4.6</td>
<td>12.2</td>
<td>19.4</td>
<td>21.1</td>
<td>16.6</td>
<td>26.2</td>
</tr>
</tbody>
</table>

Year 3 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>421.3</td>
<td>428.4</td>
<td>422.4</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>0.0</td>
<td>9.1</td>
<td>18.2</td>
<td>18.2</td>
<td>45.5</td>
<td>9.1</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>2.0</td>
<td>3.0</td>
<td>11.4</td>
<td>22.6</td>
<td>47.2</td>
<td>13.7</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>2.5</td>
<td>5.0</td>
<td>14.4</td>
<td>21.7</td>
<td>40.7</td>
<td>15.8</td>
</tr>
</tbody>
</table>
Our Year 3 students performed well in the national testing, achieving above state and region averages in all aspects of mathematics including data, measurement, space, geometry, number, patterns and algebra.
NAPLAN Year 5

NAPLAN results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band and three-year school average should not be reported if results are available for less than 10 students. In 2011, 5 students in Year 5 sat the NAPLAN tests and so their results cannot be displayed in graphical or tabular form. These students did, however, perform well in the national testing, achieving above state and region in reading and all aspects of mathematics including data, measurement, space, geometry, number, patterns, and algebra. There was also excellent growth evident in spelling achievement.

Progress in literacy and numeracy

NAPLAN results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, progress information should not be reported if results are available for less than 10 students. In 2011, 5 students in Year 5 sat the NAPLAN tests and so their results cannot be displayed in graphical or tabular form. These students did, however, make excellent progress in literacy and numeracy, with growth in every aspect being above state and above region. This represents a huge improvement in student growth compared to 2009 and 2010.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant Programs and Initiatives

Spelling Project

Teachers at our school participated in targeted professional learning to improve the spelling achievement of the students in our school. A specialist literacy coordinator facilitated 4 sessions during Semester One, 2011. Teachers reported that they felt they had more strategies at their disposal to teach spelling. Most students demonstrated increased achievement in spelling as a result of this project.
Lighthouse Project
Mulgoa Public School was selected to participate in the Western Sydney Region Lighthouse Project. Schools are nominated to participate if their literacy and/or numeracy programs demonstrate exemplary practice and their students have achieved well on national testing. Our school was the only Penrith Valley school to be selected for this project. Our school was also the only school to be selected for exemplary programs and achievement in both literacy and numeracy from all Western Sydney schools. Teachers from other schools came to Mulgoa Public School to observe these programs, with staff at our school providing professional learning, support and advice in the implementation of quality teaching practices.

Aboriginal education
Mulgoa Public School students celebrated NAIDOC (National Aboriginal and Islander Day of Celebration) Week with a writing competition for the primary and a colouring competition for the infants. We also purchased “Respect” pencil cases for our students with the proceeds going to the “Koori Kids” organisation to assist Aboriginal children in our communities.

The school implements personalised learning plans to support the needs of Aboriginal students. The achievement of Aboriginal students in our school matches or is close to the school average, based on school assessment data.

Multicultural education
This year the children in years 3-6 competed in the Multicultural Public Speaking Competition. The competition raises awareness of multicultural issues in our society. All students competed in a class competition, with grade winners continuing on to the next level of competition. These students represented Mulgoa Public in the cluster finals, Sarah Ferguson in Year 3, Luke Dunn in Year 4, Joshua Moonen in Year 5 and Clayton Johns in Year 6.

Progress on 2011 targets
Target 1
Literacy
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.

Strategies to achieve this target include:
- Staff development and participation in the Literacy and Numeracy initiative
- Staff development in Best Start, with all Kindy students assessed
- Staff development and participation in Literacy on Track program
- Staff development and participation in the community of schools focus groups

Our achievements include:
- 100% of Year 5 students reached minimum standards in spelling and grammar and punctuation
- Increased school growth from Year 3 to 5 in spelling and grammar and punctuation
- Increased number of Year 5 students achieving above minimum standards in spelling and grammar and punctuation
- 75% of the Year 5 students achieved or exceeded expected growth in reading
- 100% of the Year 5 students achieved or exceeded expected growth in spelling
- School based Key Indicators of Achievement in place for all English strands
- NAPLAN writing certification completed by all teachers
- Professional learning by all teachers in spelling
- 84.7% of students in K-2 reaching regional reading benchmarks of 8+ for
Kindergarten, 18+ for Year 1 and 26+ for Year 2
- 86.9% of students in K-2 reaching standards based on the Best Start learning continuums
- ICT embedded into all literacy lessons K-6

**Target 2**

**Number**
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.

Strategies to achieve this target include:
- Staff development and participation in the Literacy and Numeracy initiative
- Staff development in Best Start, with all Kindy students assessed
- Staff development and participation in the community of schools focus groups
- Tracking process for student achievement and progress in Number established
- Staff training in Newman’s Error Analysis and Counting On

Our achievements include:
- All teachers participated in professional learning in the fractions framework during 2011
- Increased teacher awareness of the Numeracy Continuum
- All teachers participated in professional learning on the numeracy continuum in 2011.
- Numeracy continuum utilised to create mathematics benchmarking
- Systems in place to track student achievement and progress in multiplication and place value
- All students K-6 are assessed and tracked in early arithmetic strategies, place value, multiplication, fractions and Newman’s Error Analysis where appropriate
- 100% K-2 students reaching regional benchmarks in number
- 100% of Year 2 students are using counting on strategies, reaching regional benchmarks in number
- 86.9% of students in K-2 reaching standards based on the Best Start learning continuums
- ICT embedded into all numeracy lessons K-6

**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 2011 our school carried out evaluations of English and Learning.

**Educational and management practice**

**Learning**

**Background**
The school community was surveyed in 2011 regarding the manner in which learning happens in our school. The results are based on the responses of 5 staff, 71 students and 13 parents.

**Findings and conclusions**
- All parents, staff and students agreed that learning opportunities are provided within a stimulating and secure environment
- Most parents agreed that relationships between home, school and the community enhance learning and teaching, although some parents felt that better communication regarding student learning would benefit their understanding of their child’s progress
All parents agreed that the school expects all students to do their best and that students take pride in their own learning.

Many parents and some students had a poor understanding of the range of personnel who assist with student learning within the school.

Most parents, staff and students felt that our students needed more opportunities to reflect on their learning and engage in self-assessment.

All parents agreed that the teachers are committed to ongoing professional training and development and engage in critical reflection.

**Future directions**

Parents have indicated that they want more opportunities to be informed about their child’s learning. In 2012, we will adjust the manner in which we report to parents to provide a more balanced timeline. Parent/teacher interviews will be held at the end of Term 1, Semester 1 reports will go home at the end of Term 2, Open Classrooms will be held in the last half of Term 3, with a focus on student progress, and Semester 2 reports will go home at the end of Term 4.

There is also a demonstrated need for information regarding the range of personnel who work with students in schools and their roles and responsibilities. This will be addressed at an information session at a P&C meeting in 2012.

Students will be provided with more opportunities to view their own work over time and to engage in self-reflection.

**Curriculum**

**English**

**Background**

The school community was surveyed in 2011 regarding how the key learning area of English is implemented in our school. The results are based on the responses of 5 staff, 71 students and 13 parents.

**Findings and conclusions**

- Most parents agreed that English is an important key learning area and that their child is making good progress.
- Most parents agreed that they had a good understanding of the syllabus.
- Some parents felt that they would like more regular information regarding their child’s progress in English.
- All teachers agreed that most students enjoy English activities and are making good progress.
- All teachers agree that they have adequate resources to teach English.
- Most students agree that they enjoy English activities in the classroom and that they are improving in their learning.

**Future directions**

Parents have indicated that they want more regular information regarding their child’s progress in English. For 2012, we will adjust the manner in which we report to parents to provide more opportunities for information sharing in progress in English. Parent/teacher interviews will be held at the end of Term 1, Semester 1 reports will go home at the end of Term 2, Open Classrooms will be held in the last half of Term 3, and will include a focus on academic achievement in English, and Semester 2 reports will go home at the end of Term 4.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- All parents, staff and students agreed that the school is attractive, well-resourced and a lovely place to come each day.
- All parents, staff and students agreed that the school welcomes parental
involvement and is open and friendly to parents and the community

- All parents, all staff and most students agreed that the school has students as its main concern and supports the welfare of all students
- All parents, staff and students agreed that the school delivers quality education by dedicated and skilled teachers

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:
- School identified focus on spelling
- Computer coordinator
- Assessment and reporting
- NAPLAN writing certification
- New Scheme Teacher training
- Mathematic project professional learning
- Career development
- Non-violent Crisis Intervention
- Positive Partnerships training

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: English
Outcomes for 2012–2014
- Increased level of student achievement in writing, spelling, grammar and punctuation
- Systematic and planned literacy teaching methodology to meet the needs of every student in all classrooms
- Literacy assessment practices and the tracking of student achievement leading to improved learning outcomes for every student
- Strengthened quality teaching programs and practices in the in the middle years

Targets to achieve this outcome include:
- 100% of Year 3 students at or above minimum standards in grammar and punctuation
- 82% of Year 3 students at or above minimum standards in spelling
- Average achievement for Year 5 students in spelling and grammar and punctuation to match or exceed region
- 100% Year 7 students at or above minimum standards in writing,
- 91% of Year 7 students at or above minimum standards in spelling
- 91% of Year 7 students at or above minimum standards in grammar and punctuation
- 50% of Year 7 students achieving or exceeding expected growth in grammar and punctuation
- 40% of Year 7 students achieving or exceeding expected growth in spelling

Strategies to achieve these targets include:
- School based performance data, SMART data and Best Start data used to track student achievement and to inform teaching and learning
- Provide targeted professional learning in spelling
- Revise NAPLAN persuasive writing certification modules, with an emphasis on grammar and punctuation
School priority 2: Mathematics

Outcomes for 2012–2014

- Increased level of student achievement in fractions
- Systematic and planned numeracy teaching methodology to meet the needs of every student in all classrooms
- “Key Indicators of Achievement” developed for all strands of mathematics
- Numeracy assessment practices and the tracking of student achievement leading to improved learning outcomes for every student
- Strengthened quality teaching programs and practices in the middle years

Targets to achieve this outcome include:

- 100% of Year 3 students above minimum standards in number, patterns and algebra
- 91% of students above minimum standards in data, measurement, space and geometry
- Average achievement for Year 7 numeracy to match or exceed region

Strategies to achieve these targets include:

- School based performance data, SMART data and Best Start data used to track student achievement and to inform teaching and learning
- Participation in the community of schools, “Authentic Assessment Practices” project, with a focus on fractions
- Targeted professional learning centred around the Middle Years Education Strategy 2010-2012

School priority 3: Student Welfare

Outcomes for 2012–2014

- School practices reflect systematic and planned approaches to meet the needs of every student
- Students are supported, confident and engaged in learning 2012

Targets to achieve this outcome include:

- 84% of students remaining on green level for the whole year (78% in 2011)
- 92% of students remaining on green level for 3 or more terms (89% in 2011)
- Individual behaviour plans in place for all identified students

Strategies to achieve these targets include:

- Staff completion of the online Positive Partnerships Modules
- Staff completion of Non-violent Crisis Intervention Training
- Strengthened quality teaching programs and practices in the middle years
- Positive reward programs in place for children who display appropriate behaviours
- Programs in place to support children in need of additional assistance with their behavior
- Staff participation in community of schools conference centred on student engagement
- Staff participation in Learning Support Team Meetings
- Staff, student and parent participation in Kids Matter mental health initiative
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: