Mulgoa Public School

Annual School Report

2012
Our school at a glance

Students
Students at Mulgoa Public School are encouraged to participate in a range of experiences normally attributed to larger schools. Programs such as Sport, Gymnastics, Gala Days, Dance Groups, Writers Festivals, Debating, Public Speaking, University competitions, Athletics, Swimming and Cross Country carnivals ensure that our students receive a balanced education.

Staff
Our dedicated and hardworking staff participated in a range of teacher professional learning courses with the aim to improve student outcomes. The “Spelling Mastery” program was successful in improving the outcomes of students across K-6.

Significant programs and initiatives
The school received funding to appoint a Student Wellbeing Officer as part of the “Chaplaincy in Schools” program.
NAIDOC Week was celebrated by all students through writing and colouring in competitions.
Students from Years 3-6 participated in the Multicultural Perspectives Public Speaking Competition.

Student achievement in 2012
Our Year 3 and 5 students performed well in the national testing, achieving above state and region averages in all aspects of reading and mathematics, including data, measurement, space, geometry, number, patterns and algebra.

Messages
Principal’s message
With a change of Principal, this year has been a year of transition for Mulgoa Public School staff, students and parents. However we continue to uphold many fine traditions, 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 Yarramundi and Berry, 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 consolidated our participation in the Blue Mountains and Nepean Dance Festival and the Penrith Valley debating competition by entering both events for the second time.

2013 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.

Mr. Rob Francis
Principal
P & C and/or School Council message
Thank you to each and every one of you for your help with our Mulgoa Public School P&C for the year of 2012.

This year, the P&C focused their fundraising efforts on improving student learning through purchasing Reading Eggs and Spellodrome, for all students from Kindergarten to Year 6.

A Playground Support person was introduced and funded by the P&C throughout the whole year.

We 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 held a Mothers’ Day and Fathers’ Day stall as well as cake stall and various raffles throughout the year.

We also held a Country Market Day for both the adults and children to enjoy!!

These events would not have been able to take place without the help of all our volunteers. Our volunteers ran our school canteen which was open every Friday for recess & lunch and every Wednesday for snacks, throughout the whole year.

A very big thank you to all our helpers, who made this possible.

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 2013.

Sarah Dwyer
P&C President

Student representative’s message
As 2012 school leaders we have been lucky enough to assist in various events such as the Anzac Day ceremony, when we placed a wreath on behalf of the school. We have helped to organise and run weekly assemblies for the school as well as special assemblies. We have organised fundraising events for the Year 6 Farewell, such as holding a stall at our Country Market Day, crazy hair day, nail and tattoo day and selling chips and ice blocks twice a week.

We have also had the honour of meeting the Penrith City Mayor and we were presented with a certificate from him.

Our time at Mulgoa has been a lot of fun. We will miss Mulgoa as we move into high school.

Amy Neill and Joshua Moonen

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 76 students was comprised of 39 males and 37 females. Of these students, 9 were Aboriginal and 3 were from a language background other than English (LBOTE). Enrolments in 2012 show an increase compared to the previous 5 years.

![Enrolments Graph](image)

Student attendance profile
School attendance rates have been fairly stable over the last 6 years.
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.

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

<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>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

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

There was no indigenous staff members employed at Mulgoa Public School in 2012.

Staff retention
A new Principal, Mr Francis was appointed to the school in Term 4 2012 replacing Mrs Thompson.

Teacher qualifications
All teaching staff meets the professional requirements for teaching in NSW public schools.

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 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012
Our school provides a balanced curriculum with opportunities for participation in all areas.

Achievements

Arts

Debating
2012 saw Mulgoa Public School students participate in the Penrith Valley Debating Competition. The competition is open to students in Year 5 and 6; however some Year 4 students at Mulgoa joined the team to assist only. The students dedicated many hours to the preparation of all 5 of their debates and were extremely successful, winning 3 out of their 5 debates. This is a vast improvement on last year, which saw us unsuccessful in winning any of our debates. The students in the Mulgoa Debating team for 2012 were Luke Dunn, Jade Dunn, Holly Read, Bailey Pennell, Joshua Moonen, Amy Neill, Claudia Elvidge-Cairns, Jazmin Flanagan, Chloe Moonen, Ethan Hoege, Charli Marshall and Sarah Ferguson.

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, 6 students were selected to compete against other local schools at the Cluster Finals. The representatives were Aidan Murphy (Year 3), Charli Marshall (Year 4), Blair Thomas (Year 5), Holly Read (Year 5), Joshua Moonen (Year 6) and Amy Neill (Year 6). All of the students spoke beautifully and received a certificate of participation in the Finals. Congratulations went to Joshua Moonen who was runner up in the Year 6 competition.

Regional Spelling Bee
On Tuesday, 18th of September, four students attended the Regional Spelling Bee Final at York Public School. Joshua Moonen, Luke Dunn, Chloe Moonen and Tegan Meyers all represented our school after competing in a school spelling bee to become the school champions. They received an award for their participation in the regional final.

Writers’ Festival
On Tuesday, the 23rd October, seven students from 5/6 were selected to participate in the annual Writers’ Festival at Glenmore Park High School. This festival involves our network of small schools, as well as Glenmore Park Public, Regentville and Surveyors Creek Public Schools and Glenmore Park High School. The theme for this year was ‘My Hero or Who Inspires Me’. The students produced some wonderful writing and their efforts were rewarded through their work being published in a book. All students received an award and a copy of the book. Guest speaker Lisa Forrest was inspirational in her address to the participants, recounting her journey to the Moscow Olympics and the hardships she has had to overcome, whilst discussing the people who have become her heroes along the way.

Penrith Valley Performing Arts Festival
Our fabulous dancers from Year 1 to 6 at Mulgoa Public School auditioned earlier in the year for two festivals. They were successful and participated in both the Penrith Valley
Performing Arts Festival and the Blue Mountains Dance Festival for the second consecutive year. The twenty-eight children combined both dancing and skipping in a routine choreographed by Miss Saunders and assisted by Mrs Young. The commitment and dedication of all the students and parents ensured our school was well received at both performances.

**Easter Hat Parade**

Our annual Easter Hat Parade was held on Thursday, 5th April. The enthusiasm and commitment from the students and families in creating some interesting hats, posters and costumes ensured the event was a huge success. The students paraded their creations and provided a brief explanation of what they had created. The 5/6 class presented some information about Easter from around the world and how it is celebrated in other cultures.

**Rugby League Reads**

In February, several members and players from the Penrith Panthers came out to talk to the students about the importance of reading and to discuss the types of books they like to read. The Penrith Press attended on the day, taking photos and interviews to promote the program. Students had the opportunity to have Panthers’ merchandise signed on the day.

**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>16%</td>
<td>54%</td>
<td>22%</td>
<td>16%</td>
</tr>
<tr>
<td>English</td>
<td>16%</td>
<td>54%</td>
<td>22%</td>
<td>16%</td>
</tr>
<tr>
<td>Spelling</td>
<td>16%</td>
<td>54%</td>
<td>22%</td>
<td>16%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>16%</td>
<td>54%</td>
<td>22%</td>
<td>16%</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, Bailey Stivala-Sills and Chloe Moonen both received Credits while Ethan Hoegel and Sarah Ferguson received a Distinction. In Mathematics Aidan Murphy
received a Credit. In Spelling, Ethan Hoegel received a Credit. In Computer Bailey Stivala-Sillis received a Credit and Ethan Hoegel received a Distinction. These results have made 2012 our most successful year in the University Competition.

Sport

Athletics Carnival and District Athletics

On the 31st July 2012, Mulgoa Public School, along with Luddenham Public School, Orchard Hills Public School and Wallacia Public School, attended our small schools athletics carnival. Following this, 11 students represented our school at the District Athletics Carnival in various events, including the 100m and 200m races, as well as high jump and long jump. All students who attended managed to improve on or equal their fastest times. Amy Neill represented us in the high jump, jumping a personal best height to come 3rd place for the second year running and received an award. Isaac Villanueva did a fantastic job at his first athletics carnival in all events, receiving an award as well for his achievements. The overall achievement for all students ensured we were the winning school for the group C cluster of schools.

Swimming Scheme

This year Mulgoa took 40 children, from K-6, to Penrith Memorial Pools for a week long swimming scheme. The scheme is run by the Department of Education. The students participated in a double lesson each day for the week. Our swimming teachers Mrs Payne, Mrs Edwards and Mrs L’Auw were caring and nurtured the talents of our students. All children made exceptional progress throughout the week. Mrs Blackley, Mrs Forbes and Mrs Mawby were

Sports Gala Days

Due to the success of the 2011 Cottie’s Soccer Gala Days, Mulgoa Public School was again invited to participate in the newly formed FFA Soccer Gala Day on Thursday the 29th March and again on Thursday the 30th August. This year saw the inclusion of students from grades 1 and 2. The focus was solely on skill development and fun, with all students receiving a prize for participating.

Following this, Penrith Basketball development officer, Jarrod Moore began the inaugural Small Schools Basketball Tournament. Each game was refereed by qualified referees, ensuring the students were given clear instructions and taught skills as they played. We entered 4 teams on the day. Several students were selected to be part of an All Stars team from all the schools entered on the day. Akash Birring, Jade Dunn, Aidan Murphy and Sarah Ferguson were selected as part of their respective age groups. Our senior girls were successful in their games and made the grand final on the day. They worked hard and were the runners up.
impressed by the talents and behaviour of our students throughout the week.

The table below highlights how much progress was made by our students. It is evident to see how valuable this swimming program is to all of the students that attended!!

The statistics show the number of students that could swim these distances, as a maximum, on day 1 and then again on day 5.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Number of students</th>
<th>Day 5</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 metres</td>
<td>9</td>
<td>0 metres</td>
<td>0</td>
</tr>
<tr>
<td>1-5 metres</td>
<td>6</td>
<td>1-5 metres</td>
<td>10</td>
</tr>
<tr>
<td>6-10 metres</td>
<td>21</td>
<td>6-10 metres</td>
<td>4</td>
</tr>
<tr>
<td>11-20 metres</td>
<td>4</td>
<td>11-20 metres</td>
<td>16</td>
</tr>
<tr>
<td>25+ metres</td>
<td>0</td>
<td>25+ metres</td>
<td>10</td>
</tr>
</tbody>
</table>

**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.
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 2012, 8 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, percentage in band and three-year school average should not be reported if results are available for less than 10 students. In 2012, 8 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>
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</tbody>
</table>

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<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Significant programs and initiatives

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, Taleah Bell in Year 3, Charli Marshall in Year 4, Holly Read in Year 5 and Joshua Moonen in Year 6. All students spoke particularly well, with Charli Marshall receiving a Highly Commended Award on the day. Mulgoa also took 20 students from years 3-6 into the ABC Centre at Ultimo to watch the state finals of the Multicultural Public Speaking Competition.

**Nepean Community and Neighbourhood Centre (Chaplaincy in Schools Program)**

Narelle Smith, from Nepean Community and Neighbourhood Centre commenced work at Mulgoa Public School in Term 4 as our Student Wellbeing Worker. This position is for three years.

The job is 7.5 hours per week and is funded by the Federal Government’s Department of Education, Employment and Workplace Relations (DEEWR) as part of the Chaplaincy in Schools programme. Mulgoa Public School opted for a social worker rather than a chaplain, as did a few other schools in the Penrith area.

The role is to support students and their families, and teachers, with the social and emotional wellbeing of students.

There is already strong support among staff, parents and the community for the range of programs she is implementing.

**Spelling Project**

Teachers at our school participated in targeted professional learning to improve the spelling achievement of the students in our school. Following the professional learning, it was decided that the school use the *Spelling Mastery* program to ensure that students commenced at their own level. Our school’s achievements are tabulated below and in the *Progress on 2012 targets*.

**Progress on 2012 targets**

**Target 1**

**Literacy**

To increase levels of student achievement in writing, spelling, grammar and punctuation 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:**

- School based performance data, SMART data and Best Start data used to track student achievement and to inform teaching learning
- Provide targeted professional learning in spelling
- Revise NAPLAN persuasive writing certification modules, with an emphasis on grammar and punctuation
- Targeted professional learning centred around the Middle Years Education Strategy 2010–2012

**Our achievements include:**

- 100% of Year 3 and Year 5 students at or above minimum standards in all strands of Literacy
- Average achievement for Year 5 students in spelling and grammar and punctuation exceeds state and region.
- 100% of Year 7 students from our school achieved at or above minimum standards in grammar and punctuation.
- 56% of Year 7 students from our school achieved or exceeded expected growth in grammar and punctuation. This exceeded our target of 50%.
- 56% of Year 7 students from our school achieved or exceeded expected growth in spelling. This exceeded our target of 40%.

**Target 2**

**Numeracy**

To increase levels of student achievement in number, patterns and algebra, data, measurement and space and geometry 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:**

- School based performance data, SMART data and Best Start data used to track student achievement and to inform teaching 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

**Our achievements include:**

- 100% of Year 3 students at or above minimum standards in number and patterns and algebra
- 100% of Year 3 and Year 5 students at or above minimum standards in data, measurement, space and geometry. This exceeded our target of 91%.

**Target 3**

**Student Engagement and Attainment**

To implement school practices that reflect systematic and planned approaches to meet the needs of every student, ensuring that they are supported, confident and engaged in learning.

**Strategies to achieve this target include:**

- Staff completion of the online Positive Partnership 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

Our achievements include:
• 82% of students remained on green level for the whole year (78% in 2011)
• 91% of students remained on green level for 3 or more terms (89% in 2011)
• Individual behaviour plans in place for all identified students.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of Spelling and Teaching.

Educational and Management practice

Teaching

Background
The school community was surveyed in 2012 regarding the manner in which teaching happens in our school. The results are based on the responses of 5 staff, 72 students and 10 parents.

Findings and conclusions
• All parents, staff and the majority of students agree that what students are asked to learn is important and relevant
• All parents, staff and students believe that teaching programs usually cater for students’ need, interests and abilities
• Some parents, staff and students believe that learning intentions, purposes for learning and success criteria for lessons need greater emphasis
• The majority of parents, teachers and students agree that teachers manage their classes effectively to support student learning
• The majority of parents, teachers and students believe that teachers have knowledge of students’ strengths and areas for further development and that records of student progress are kept

• The majority of parents and teachers believe that information on how students are assessed is clear. Some students do not understand how their learning will be assessed.
• The majority of parents, teachers and students agree that clear information is provided about student achievement through the school’s reporting process.

Future directions
It is clear that greater emphasis needs to be placed on clearly articulating the learning intentions and purpose for each lesson. Additionally, clearer guidelines in the form of success criteria need to be given to ensure that students know that they have been successful in lessons.

These aspects will form a strong focus for classroom teaching in 2013.

Spelling

Background
NAPLAN results for 2011 indicated that 27% of students were achieving below the national minimum standard for spelling. All staff participated in school developed professional learning activities in spelling to refine and strengthen teaching strategies. It was decided that the school would implement the Spelling Mastery program.

Findings and conclusions
• Over a period of 4 months 39% of all students improved their spelling mastery by one level, while 3% of all students improved by two levels
• All Year 3 students (100%) achieved at or above the national minimum standard for spelling in 2012 whereas only 73% achieved the standard in 2011.
• Year 3 students were more consistently able to make informed attempts at spelling using a multi-strategy approach in the NAPLAN tests.
• Year 3 students now need to spell more difficult and challenging words when participating in the NAPLAN writing test.
Year 5 students demonstrated the ability to spell more difficult and challenging words when participating in the NAPLAN writing test but experienced difficulty with high frequency words and words containing less common digraphs.

Further professional learning is needed to continue to develop strength in spelling acquisition.

Future directions

Staff will implement the Get Reading Right Synthetic Phonics program, which teaches the 44 phonemes required to be able to read and spell successfully.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

### 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
- ASPECT - Autism Spectrum Disorders
- Quality Teaching
- Literacy – Exposition writing
- Literacy – Punctuation and grammar
- Literacy – Narrative writing strategies
- TOWN – Taking Off With Numeracy
- Count Me In Too (Mathematics)
- Kids Matter – Mental Health and Wellbeing
- Early Career Teacher workshops
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: Literacy

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 middle years

2013 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% Year 7 students at or above minimum standards in spelling
- 91% Year 7 students at or above minimum standards in grammar and punctuation
- 50% Year 7 students achieving or exceeding expected growth in grammar and punctuation
- 60% 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 Synthetic Phonics to improve reading and spelling outcomes
- Revise NAPLAN persuasive writing certification modules, with an emphasis on grammar and punctuation
- Targeted professional learning centred around the Middle Years Education Strategy 2012 - 2012

School priority 2: Numeracy

Outcome 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

2013 Targets to achieve this outcome include:

- 100% of Year 3 students above minimum standards in number patterns and algebra
- 91% of Year 3 students above minimum standards in data, measurement, space and geometry
- 85% of Year 5 students at or above minimum standards in Numeracy
- Average achievement for Year 7 students in 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 2012 - 2012

School priority 3: Student Welfare

Outcome 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 2013

2013 Targets to achieve this outcome include:

- 85% of students remaining on green level for the whole year (82% in 2012)
- 95% of students remaining on green level for 3 or more terms (91% in 2012)
- Individual behaviour and learning plans in place for all identified students

Strategies to achieve these targets include:

- 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 behaviour
- 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
- Close liaison with Student Wellbeing Officer to implement relevant programs to support students with specific welfare needs

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.

Robert Francis, Principal
Justine Blackley, Teacher
Nicole Young, Teacher
Lara Saunders, Teacher
Ashley Forbes, Teacher
Karen Witherspoon, Teacher
Jill Pesle, Teacher
Kim Torresan, School Administrative Manager
Cheree McGurn, School Administrative Officer
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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: