School context

Mulgoa Public School is a small, semi-rural school, located 15 minutes from the centre of Penrith. The school was established in 1883 and our attractive grounds and beautiful heritage buildings complement our excellent learning facilities. Our school has a strong focus on literacy and numeracy. In 2007 we were awarded two Western Sydney Region awards for outstanding literacy and numeracy programs. In 2009, we received a Western Sydney Region award for outstanding performance in numeracy. In 2012 we received the Director-General’s School Achievement Award for Excellence in Student Achievement through Teacher Professional Learning. 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 small school numbers allow for increased opportunities for student recognition, including opportunities for student leadership roles. Our school offers: small class sizes; computers and iPads in every room; interactive whiteboards in every classroom; two modern video conferencing facilities; air-conditioned classrooms; great extracurricular activities - public speaking, choir, and dance groups; 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; 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. 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

Mulgoa Public School continues to uphold many fine traditions, such as the K-6 cross-country, the talent quest, the popular extended transition to Kindergarten and transition to high-school activities, the school swimming scheme, the combined schools swimming carnival, the combined schools gala day and athletics carnival and the combined small schools K-2 picnic day. A successful 3 day trip to Canberra was attended by Year 5 and 6 students. Unfortunately, the planned 2 day camp for Year 3 and 4 to Blue Gum Lodge, Springwood had to be cancelled, due to severe bushfires in the area. 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 third time.

2014 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 everyone for your help with our Mulgoa Public School for the year of 2013.

This year the P&C focused their fundraising efforts on improving student learning through purchasing Mathletics and introducing iPads into our classrooms for all students from Kindergarten to Year 6.

Our playground support person, Mr Dean, still remains at Mulgoa Public School coming three out of five lunchtimes per week. This positive program has been funded by the P&C throughout the year.

We have donated money to the school to purchase apps for all our iPads. Also, this year was the first year we held a KidsMatter Breakfast, where all children and their families, including new kinder parents were invited to share a community breakfast. This was a very successful event!

The P&C held a Mother’s Day and a Father’s Day stall as well as cake stalls and various raffles throughout the year.

We also held our 2nd Annual Country Market Day for both the adults and children to enjoy. We raised nearly $12 000!

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 and lunch and every Wednesday for snacks, throughout the whole year.

I would like to thank 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 in 2014

Sarah Dwyer
P&C President

Student representative’s message

As 2013 school leaders we have been lucky enough to assist in various events such as 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, 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.

Jade and Luke Dunn

Student information

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

Student enrolment profile

The school enrolment of 84 students was comprised of 41 males and 43 females. Of these students, 6 were Aboriginal and 8 were from a language background other than English (LBOTE). Enrolments in 2013 show a gradual increase over the last three years.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38</td>
<td>33</td>
<td>29</td>
<td>27</td>
<td>33</td>
<td>39</td>
<td>41</td>
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<tr>
<td>Female</td>
<td>27</td>
<td>29</td>
<td>33</td>
<td>33</td>
<td>39</td>
<td>37</td>
<td>43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>38</td>
<td>33</td>
<td>29</td>
<td>27</td>
<td>33</td>
<td>39</td>
<td>41</td>
</tr>
<tr>
<td>Male</td>
<td>27</td>
<td>29</td>
<td>33</td>
<td>33</td>
<td>39</td>
<td>37</td>
<td>43</td>
</tr>
</tbody>
</table>
Student attendance profile

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.

Management of non-attendance

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>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 Teacher(s)</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</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>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There was no Aboriginal staff members employed at Mulgoa Public School in 2013.

Teacher qualifications

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

Qualifications | % of staff |
--- | --- |
Degree or Diploma | 100% |
Postgraduate | 0% |
NSW Institute of Teachers Accreditation | 33% |

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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Income

<table>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>117760.80</td>
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<tr>
<td>Global funds</td>
<td>80668.13</td>
</tr>
<tr>
<td>Tied funds</td>
<td>60943.83</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>45442.63</td>
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<tr>
<td>Interest</td>
<td>3927.60</td>
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<tr>
<td>Trust receipts</td>
<td>5132.40</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>313875.39</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>10840.73</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>655.90</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5633.36</td>
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<tr>
<td>Tied funds</td>
<td>56985.74</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>8762.26</td>
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<tr>
<td>Administration &amp; office</td>
<td>28305.71</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>16608.30</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11655.09</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4985.31</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>190063.27</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>123812.12</td>
</tr>
</tbody>
</table>
School performance 2013

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

Achievements

Arts

Debating
2013 saw Mulgoa Public School students participate in the Penrith Valley Debating Competition. The competition is open to students in Year 5 and 6. The students dedicated many hours to the preparation of all 4 of their debates and were extremely successful, winning 2 out of their 4 debates. The students in the Mulgoa Debating team for 2013 were Jade Dunn, Holly Read, Claudia Elvidge-Cairns, Jazmin Flanagan, Chloe Moonen, Ethan Hoegel, Charli Marshall, Monique Pickard, Cooper Riley, Ashley Partridge, Alicia Neill 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, 5 students were selected to compete against other local schools at the Cluster Finals. The representatives were Shaan Birring (Year 3), Tara Wilson (Year 4), Charli Marshall (Year 5), Holly Read (Year 6), and Blair Thomas (Year 6). All of the students spoke beautifully and received a certificate of participation in the Finals.

Regional Spelling Bee
On Tuesday 18th of September, four students attended the Regional Spelling Bee Final at Faulconbridge Public School. Bailey Stivala-Sillis, Kazia Murphy, Chloe Moonen and Holly Read, 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.

Penrith Valley Performing Arts Festival
Our fabulous dancers from Year K 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 third consecutive year. The two dance groups K-2 and 3-6 combined both dancing and performance skills into their routines which were choreographed by Miss Saunders and Mrs Forbes. The commitment and dedication of all the students and parents ensured our school was well received at both performances.

Junior Dance Group

Senior Dance Group

Science Fair
This year Mulgoa Public School held its first Science Fair. The fair invited students K-6 to participate, create, make or demonstrate a science project of their interest. In total 44 students participated in the fair and parents and community were invited to attend. Students presented their projects at the fair and demonstrated what they had learnt. Overall the fair provided an opportunity for students to expand their scientific knowledge.

Easter Hat Parade
Our annual Easter Hat Parade was held on Thursday, 28th March. 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.

Western Sydney School Arts Competition in conjunction with the Emirates Melbourne Cup Tour 2013

Historic Fernhill Estate together with the Penrith CBD Corporation, Chamber of Commerce and Penrith Paceway invited all students of Mulgoa Public school along with other schools from the Sydney Western District, to enter the ‘Fernhill Melbourne Cup Tour Art Competition’. Mulgoa Public School had 23 participants who entered into the competition. The design and art form was entirely up to the student’s imagination. On Wednesday 2nd October 2013, all of the entrants’ art works’ were on display at the Penrith Paceway Skyway Function room for public viewing, followed by the announcement of winners. Charli Marshall from Mulgoa Public School was awarded Winning Primary Artist, receiving a prize of $500. Jade Dunn from Mulgoa Primary School was awarded Runner up Primary Artist, receiving a prize of $100. Mulgoa Public School also received a Winning Primary School prize of $2000.

One Hundred Days of Learning

On Monday 29th July, our school celebrated one hundred days of learning. Each student came dressed as something to do with the number 100. There was a ‘100 Days of Learning’ Parade, the cutting of a 100 Days Cake and classroom lessons based on the number 100.

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>27%</td>
<td>33%</td>
<td>45%</td>
<td>11%</td>
</tr>
<tr>
<td>English</td>
<td>45%</td>
<td>33%</td>
<td>45%</td>
<td>11%</td>
</tr>
<tr>
<td>Spelling</td>
<td>27%</td>
<td>33%</td>
<td>36%</td>
<td>11%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>45%</td>
<td>16%</td>
<td>54%</td>
<td>11%</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, Tegan Meyers received a Credit, while Ethan Hoegel and Sarah Ferguson received a Distinction. In Mathematics Ethan Hoegel and Sarah Ferguson received a Credit and Rebecca Ferguson received a Distinction. In Spelling, Ethan Hoegel received a Credit. In Computers, Kazia Murphy, Isaac Villanueva, Taylor Meyers and Tegan Meyers received a Credit and Ethan Hoegel received a Distinction. These results have made 2013 our most successful year in the University Competition.

Sport

Athletics Carnival and District Athletics
On the 30th July 2013, Mulgoa Public School, along with Luddenham Public School, Orchard Hills Public School and Wallacia Public School attended our small schools athletics carnival.

Following this, 21 students represented our school at the District Athletics Carnival in various events, including 100m, 200m and 800m races, 4x100m relays as well as shot put, discus and long jump. All students who attended managed to improve on or equal their personal bests.

Jazmin Flanagan achieved a personal best in discus, coming second in her age group. On Wednesday September 11th, 2013, Jazmin went on to represent us at the Sydney West Athletics Carnival. This was an excellent achievement for Jazmin as well as for Mulgoa Public School.

Swimming Carnival, Penrith District Swimming Carnival and Sydney West Swimming Carnival
On the 19th February 2013, Mulgoa Public School, along with Luddenham Public School, Orchard Hills Public School and Wallacia Public School attended our small schools swimming carnival. Only students who were competent swimmers were invited to attend. For Mulgoa Public School, 13 students represented us at this carnival. Students swam in various events including 50m and 100m Freestyle, 50m Breastroke, 50m Backstroke and the 4x50m relay.

Following this, 6 students represented our school at the Penrith District Swimming Carnival, which was held on March 6th 2013 at Penrith Memorial Swimming Pool. All students were able to improve on their fastest times in their events. Additionally, Kazia Murphy managed to beat her qualifying time by 10 seconds in the 50m Freestyle. Her achievement saw her progress to the Sydney West Swimming Carnival. This was held on the 19th March 2013 at Sydney Aquatic Centre at Sydney Olympic Park. This was not only a great achievement for Kazia, but for our school, having a representative at this carnival level. Kazia was very excited attending this carnival and was proud of her efforts on the day.

Netball
In September students from years 5 and 6 participated in a netball gala day at Penrith Netball Courts. The day was organised by Macquarie Bank who had professional netballers from both the NSW state team and Australian team come and teach important netball skills and strategies to students. Students learnt many new skills and the importance of teamwork and by the end of the day students had noticeably improved their netball skills.

Soccer
On Tuesday 11th June, students from years 5 and 6 participated in the West Sydney Wanderers gala day at the Hunter Fields in Emu Plains. The day was organised by the West Sydney Wanderers A-League Club who had professional footballers come and teach important skills and strategies to students. Students learnt the game and had a great deal of fun on the day.
Swimming Scheme
This year Mulgoa took 45 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 Bourke 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 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 (0-4m)</td>
<td>13</td>
<td>0 metres (0-4m)</td>
<td>5</td>
</tr>
<tr>
<td>5 metres (5-9m)</td>
<td>14</td>
<td>5 metres (5-9m)</td>
<td>8</td>
</tr>
<tr>
<td>10 metres (10-24m)</td>
<td>12</td>
<td>10 metres (10-24m)</td>
<td>10</td>
</tr>
<tr>
<td>25 metres (25+m)</td>
<td>6</td>
<td>25 metres (25-49m)</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50 metres</td>
<td>7</td>
</tr>
</tbody>
</table>

Academic achievements

NAPLAN
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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 to access the school data.

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

Our Year 3 students performed well in the national testing, achieving above state and region averages in Reading and Writing, although Spelling and Grammar and Punctuation were below regional and state averages.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Band</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0  1  3  2  0  4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0 10.0 30.0 20.0 0.0 40.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>0.0 10.0 26.0 18.0 6.0 40.0</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>5.0 15.8 20.9 27.9 16.2 14.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5 11.2 17.3 24.3 17.7 26.0</td>
</tr>
</tbody>
</table>
### Year 3 NAPLAN Writing

**Average score, 2013**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>436.5</td>
<td>402.3</td>
<td>416.0</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>1.0</td>
<td>10.0</td>
</tr>
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<td></td>
<td>2.0</td>
<td>40.0</td>
</tr>
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<td></td>
<td>3.0</td>
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<td>4.0</td>
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</tr>
<tr>
<td></td>
<td>5.0</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>6.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

| School Average 2011-2013 | 402.3 | 416.0 |
| SSG % in Bands 2013      | 3.0   | 9.0   |
| State DEC % in Bands 2013| 2.6   | 6.7   |

### Year 3 NAPLAN Spelling

**Average score, 2013**

<table>
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<tr>
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<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>415.3</td>
<td>405.7</td>
<td>430.3</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>30.0</td>
</tr>
<tr>
<td></td>
<td>6.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

| School Average 2009-2013 | 405.7 | 430.3 |
| SSG % in Bands 2013      | 5.1   | 12.2  |
| State DEC % in Bands 2013| 3.9   | 8.6   |

### Year 3 NAPLAN Grammar and Punctuation

**Average score, 2013**

<table>
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<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>396.3</td>
<td>398.7</td>
<td>418.1</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>1.0</td>
<td>10.0</td>
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<td>20.0</td>
</tr>
<tr>
<td></td>
<td>4.0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>5.0</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>6.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

| School Average 2009-2013 | 398.7 | 418.1 |
| SSG % in Bands 2013      | 8.0   | 12.0  |
| State DEC % in Bands 2013| 3.9   | 8.6   |
NAPLAN Year 3 - Numeracy

Our Year 3 students performed above the regional average but slightly below state average in the Number, Patterns and Algebra strand of the national tests. However, our performance on Data, Measurement, Space and Geometry was significantly below regional and state average.

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Numeracy</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>373.4</td>
<td>375.7</td>
<td>399.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>10.0</td>
<td>10.0</td>
<td>20.0</td>
<td>30.0</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>20.0</td>
<td>20.0</td>
<td>30.0</td>
<td>20.0</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>30.0</td>
<td>30.0</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Our Year 5 students performed well in the national testing, achieving above state and region averages in Reading, Spelling and Grammar and Punctuation, although performance in Writing was slightly below regional and state averages.

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>568.2</td>
<td>480.5</td>
<td>500.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>9.3</td>
<td>18.6</td>
<td>18.6</td>
<td>18.6</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>14.9</td>
<td>27.9</td>
<td>27.9</td>
<td>27.9</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>2.0</td>
<td>16.7</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>14.8</td>
<td>5.7</td>
<td>5.7</td>
<td>5.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Writing</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>478.0</td>
<td>464.0</td>
<td>476.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>12.5</td>
<td>12.5</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>10.3</td>
<td>9.1</td>
<td>9.1</td>
<td>9.1</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>13.4</td>
<td>13.4</td>
<td>13.4</td>
<td>13.4</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>33.4</td>
<td>33.4</td>
<td>33.4</td>
<td>33.4</td>
</tr>
</tbody>
</table>
NAPLAN Year 5 – Numeracy

Our Year 5 students performed well in the national testing, achieving above the regional and state averages in all strands of Numeracy; Number, Patterns and Algebra and Data, Measurement, Space and Geometry.

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>9.1</td>
<td>18.2</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>4.7</td>
<td>7.0</td>
<td>23.3</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>9.1</td>
<td>12.4</td>
<td>25.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>6.9</td>
<td>9.2</td>
<td>21.7</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>9.1</td>
<td>45.5</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>2.3</td>
<td>11.6</td>
<td>20.9</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>9.4</td>
<td>23.9</td>
<td>30.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>6.3</td>
<td>17.0</td>
<td>25.9</td>
</tr>
</tbody>
</table>
Growth from Year 3 to Year 5

Year 5 students showed significantly above average growth in Spelling compared to the region and the state.

Year 5 students also showed above average growth in Reading, Writing, Grammar and Punctuation.

Below average growth was evident in Numeracy for Year 5 students.

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.

Other school based assessments

[Enter your text and data, where available.]

Other achievements

Every Student Every School Project Grant

Mulgoa Public School was fortunate to be granted funding of $25,000 to share in a joint project on literacy with Luddenham Public School.
The aims of the project were to provide funding for additional quality teacher professional learning on the “Get Reading Right” program. This program developed teacher knowledge and strategies to teach synthetic phonics, vocabulary and comprehension with the purpose of improving reading fluency, expression, comprehension and vocabulary development.

Early evaluation and data collection indicates some progress but the improvements should be realized over a longer period of time.

The two schools are in the process of making another submission for further funding to “bring the learning together” by developing quality literacy “blocks” of learning.

Significant programs and initiatives
Aboriginal education
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.

In Term 2 our Aboriginal students were invited to participate in the annual NAIDOC Cup held at the Hunter Soccer fields in Emu Plains. Each student was asked to bring a friend, and together they participated in a number of activities. The day began with a traditional Smoking Ceremony, which was accompanied by the didgeridoo. The students then played Oz tag with great enthusiasm against other local schools. After lunch, the students took part in various Aboriginal art and craft activities, read books in the reading corner and practised their Oz tag skills on the field. It was a great day for our students to share with the wider community.

Multicultural education
This year students from K-6 participated in Harmony Day on the 21st of March. Harmony Day is a day of cultural respect for everyone who calls Australia home. Students participated in a variety of activities on the day that focused on the theme ‘Everyone Belongs’. Students did activities in class independently, in small groups and whole class groups. Students also participated in sports activities as a whole school that promoted how other cultures play games and work together. A collage of students’ handprints was also made to commemorate the day and placed in the school office to show we all belong at Mulgoa Public School.

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 2012 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 program. Mulgoa Public School opted for a social worker rather than a chaplain.
The role is to support students and their families, and teachers, with the social and emotional wellbeing of students.

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

School planning and evaluation 2012—2014

School evaluation processes

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

- Evidence-based data collection on the teaching of Reading

Program evaluations

Educational and Management Practice

Reading

Background

A more systematic approach to the teaching of reading was determined and all staff engaged in the ‘Get Reading Right’ program involving the development and implementation of evidence-based activities such as the teaching of Synthetic Phonics, ‘Morning Routines’ and more rigorous benchmarking of students in reading

Findings and conclusions

All of the above activities have been implemented with varying degrees of success. There is still a need for additional professional learning, particularly for absent and additional staff in 2014

Future directions

Initial data indicates small improvements in spelling and reading ability but a second year of implementation should consolidate teacher understanding and improved student results.

It is hoped that the school can secure additional ESES funding to ensure further professional learning to up skill absent staff and further develop staff in implementation quality reading group sessions.

Leadership

Background

The school community was surveyed in 2013 regarding the quality and effectiveness of school leadership. The results are based on the responses of X staff, 63 students and 9 families.

Findings and conclusions

- The majority of parents and students believe that school leaders understand the school and get the best from staff and students.
- The majority of parents and students believe that contributions from individuals and groups are valued.
- The majority of parents believe that school leaders accept responsibility for the quality of student learning outcomes.
- The majority of parents, students and staff believe that everyone at the school is treated fairly.
- The majority of parents, students and staff believe that school leaders introduce changes that are good for the students.
- The majority of staff believes that school leaders effectively implement change processes, which result in improved student outcomes.
- The majority of parents, students and staff believe that the school involves all groups within the school community in deciding what it aims to achieve.

Future directions

There are indications that parents would like to learn more about how they can improve their child’s learning. Parent workshops will be held in 2014 to facilitate this. Surveys will be sent home to identify areas of need.

School planning 2012—2014: progress in 2013

School priority 1: Literacy

Outcomes from 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

Evidence of progress towards outcomes in 2013:
• 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 exceeded state and region
• 90% of Year 3 students achieved at or above minimum standards in Spelling, exceeding our target of 82%
• All students’ progress was tracked using ‘Key Indicators of Achievement’
• Morning routines established in every classroom
• Rocket Reading implemented in all classes

Strategies to achieve these outcomes in 2014
• School based performance data, SMART data and Best Start (PLAN) data used to track student achievement and to inform teaching and learning
• Continue targeted professional learning in spelling, using ‘Get Reading Right’ modules
• Revise NAPLAN persuasive writing certification modules, with an emphasis on grammar and punctuation
• Implement an ‘Essential Agreement’ for Benchmarking Reading to ensure accuracy and consistency of assessment and identification of Guided Read Levels
• Continue to implement “Rocket Reading” in all classes to develop and improve reading fluency
• Develop, implement and refine ‘Morning Routines’ each morning to deliver short, sharp lessons that are evidence-based.

• Provide targeted professional learning in Australian English curriculum.
• Tracking of students using Literacy continuum

School priority 2: Numeracy

Outcomes from 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

Evidence of progress towards outcomes in 2013:
• 100% of Year 3 students above minimum standards in Number, Patterns and Algebra
• 70% of students above the minimum standards in Data, Measurement, Space and Geometry, which did not meet our target of 91%
• Average achievement for Year 7 students from our school in Numeracy did not quite meet the average for the state or region.
• Mathematics lessons differentiated in all classes to meet student needs

Strategies to achieve these outcomes in 2014:
• School based performance data, SMART data and Best Start (PLAN) data used to track student achievement and to inform teaching and learning
• Targeted professional learning and resourcing of fractions units
• Tracking of all students using Numeracy continuum
• Targeted professional learning on the Australian Mathematics curriculum
• Targeted professional learning and resourcing of Data, Measurement, Space and Geometry

School priority 3: Student Welfare

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

• Implementation of ‘Second Step’ program K-6 (Violence Prevention) has occurred in some classrooms.
• iPads purchased and deployed into classrooms to strengthen quality teaching programs through the use of modern technology
• Positive reward programs such as Playground Awards, Principal Awards and Recognition Days implemented for students displaying appropriate behavior
• Individual or group programs developed by Student Wellbeing worker to support students presenting with behavior and anxiety issues.
• All staff participate in Learning Support Team Meetings when their students are identified as requiring support
• Principal Awards implemented at weekly assemblies to reward students demonstrating good citizenship
• KidsMatter initiatives implemented to support students and build community relations.
• 85% of students remained on green level for the whole year (82% in 2012)
• 95% of students remained on green level for 3 or more terms (91% in 2012)

Strategies to achieve these outcomes in 2014:

• Implementation of ‘Second Step’ program K-6 (Violence Prevention)
• Strengthened quality teaching programs and practices in the middle years through the use of modern technology (iPads)

• 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
• Programs to manage students presenting with anxiety
• Staff participation in Learning Support Team Meetings

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school on School Leadership.

Their responses are presented below.

Parent Surveys

<table>
<thead>
<tr>
<th>Question</th>
<th>Statement</th>
<th>Always (%)</th>
<th>Usually (%)</th>
<th>Sometimes (%)</th>
<th>Rarely (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school leaders understand the school and get the best from staff and students.</td>
<td>67</td>
<td>33</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>The school leaders value the contributions of individuals and groups.</td>
<td>67</td>
<td>33</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>School leaders accept responsibility for the quality of student learning outcomes.</td>
<td>56</td>
<td>44</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>The school ensures that everyone at the school is treated fairly.</td>
<td>67</td>
<td>33</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Our school leaders introduce changes that are good for the students.</td>
<td>67</td>
<td>33</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>The school is always looking for ways to improve what it does.</td>
<td>78</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>The school involves all groups within the school community in deciding what it aims to achieve.</td>
<td>67</td>
<td>33</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Staff, parents and students are encouraged to take leadership roles at the school.</td>
<td>78</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>School leaders inspire and motivate learners.</td>
<td>78</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>School leaders discuss ways to improve my child’s learning.</td>
<td>56</td>
<td>22</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>11</td>
<td>School leaders are open to new ideas.</td>
<td>67</td>
<td>33</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Student Surveys

<table>
<thead>
<tr>
<th>Question</th>
<th>Statement</th>
<th>Almost Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school leaders understand the school and get the best from staff and students.</td>
<td>68%</td>
<td>29%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>The school leaders value the contributions of individuals and groups.</td>
<td>70%</td>
<td>22%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>3</td>
<td>School leaders talk to us about our work and find ways to help us improve.</td>
<td>51%</td>
<td>35%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>The school ensures that everyone at the school is treated fairly.</td>
<td>64%</td>
<td>22%</td>
<td>11%</td>
<td>3%</td>
</tr>
<tr>
<td>5</td>
<td>Our school leaders introduce changes that are good for the students.</td>
<td>60%</td>
<td>21%</td>
<td>17%</td>
<td>2%</td>
</tr>
<tr>
<td>6</td>
<td>The school is always looking for ways to improve what it does.</td>
<td>59%</td>
<td>29%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>7</td>
<td>The school involves all groups within the school community in deciding what it aims to achieve.</td>
<td>65%</td>
<td>22%</td>
<td>11%</td>
<td>2%</td>
</tr>
<tr>
<td>8</td>
<td>Staff, parents and students are encouraged to take leadership roles at the school.</td>
<td>65%</td>
<td>25%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>9</td>
<td>School leaders inspire and motivate learners.</td>
<td>70%</td>
<td>17%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>10</td>
<td>School leaders discuss ways to improve my learning.</td>
<td>71%</td>
<td>16%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>11</td>
<td>School leaders are open to new ideas.</td>
<td>68%</td>
<td>19%</td>
<td>11%</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Staff Surveys

<table>
<thead>
<tr>
<th>Question</th>
<th>Statement</th>
<th>Almost Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Leaders improve the school through an understanding of the school's strengths and weaknesses.</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>School leaders build relationships based on trust, collegiality and mutual respect.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>School leaders demonstrate an interest in, and accountability for student learning outcomes.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>School leaders ensure that all members of the school community are treated fairly.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>School leaders effectively implement change processes which result in improved student learning outcomes.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The results indicate that perhaps the introduction of parent information sessions and workshops may assist parents to develop ways they can assist their children with their education. This will be organized and implemented in 2014.

### 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:

- Get Reading Right program – Morning Routines
- Get Reading Right – Benchmarking
- Get Reading Right – Synthetic Phonics
- Get Reading Right – Comprehension
- KidsMatter modules
- Australian Curriculum – English
- Australian Curriculum – Mathematics
- Kids Matter – Mental Health and Wellbeing
- PLAN tracking software for Literacy and Numeracy
- Writing - Super Sentences
- iPad course
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
Ashley Forbes, Teacher
Laura Murphy, Teacher
Lara Saunders, Teacher
Karen Witherspoon, Teacher
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: