School context

Mullengandra Public School is a rural school located 40km north of Albury next to the Hume Freeway in the village of Mullengandra. There are no other services in the village.

At Mullengandra we strive for excellence.

Students enrolled at Mullengandra Public School live up to 13 kilometres to the north and 40km to the south-east. They are from farming, small farming and residential families. Some children travel for an hour by bus to attend our school.

Our staff are dedicated professionals who know every child and their family. They are committed to creating a happy, stimulating and safe learning environment.

Programs are targeted to individual students, to ensure each child tastes success and reaches their full potential.

The warm, friendly atmosphere encourages parents to feel welcome, become involved, and know they are valued.

The school is extremely fortunate to have tremendous support from the local community who demonstrate their pride in the school through donations, assistance with working bees and attendance at school generated activities.

Students and staff value the continued support of the school community: a community where learning, participation and friendship are valued.

This year we said Goodbye to Gary Wise as our school bus driver. Gary sold his bus run to Matt Kane who took over the role at the beginning of term two.

Gary will continue to be our wonderful grounds man.

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.

Julie Twitt

P & C message

We have had another great year at Mullengandra Public School with the continuing commitment of fantastic pastoral care from our esteemed leader Julie Twitt supported by her amazing staff, Ursula Harbison, Alison Hamilton, Cathy Rose and Gary Wise.

It has been a pleasure to welcome on board (literally) Mr. Matt Kane as our new bus driver. Matt has fitted in so easily and has had a hand in implementing discipline and mutual respect on the bus. It is a great way for our children to start their day being accountable for their behaviour.

The Mullengandra P & C has also had a robust year of fund raising thanks to the hard work of former President Mrs. Kylie Smart and her husband Brian, with wood raffling at the ATO markets; the Smiths with their meat raffle tickets at Woomargama Hotel. A big thank you to the hotel too for supporting us – it has been a lovely
tie in to the Woomargama community. The P & C has also had the good fortune to cater at some clearing sales this year with the Hayes, the Woods & the Waites all making great contributions to those days.

I really encourage and invite all members of the Mullengandra community to become involved with the P & C – you don’t have to be a parent at the school to contribute to this wonderful community asset.

I personally am hoping that in 2014 we will have a good turn out to all our P & C meetings so that we, as a parent group, can all have a hand in what happens at the school.

As always it is a pleasure to be a part of the school – they are a happy bunch.

Julie Simpson

P&C President

raffle winners

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.4</td>
<td>93.6</td>
<td>98.6</td>
<td>95.7</td>
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<tr>
<td>1</td>
<td>98.9</td>
<td>100.0</td>
<td>98.9</td>
<td>97.5</td>
<td>98.3</td>
</tr>
<tr>
<td>2</td>
<td>95.9</td>
<td>96.8</td>
<td>97.1</td>
<td>96.7</td>
<td>98.9</td>
</tr>
<tr>
<td>3</td>
<td>92.1</td>
<td>87.8</td>
<td>90.8</td>
<td>96.7</td>
<td>96.1</td>
</tr>
<tr>
<td>4</td>
<td>99.3</td>
<td>97.9</td>
<td>92.9</td>
<td>93.1</td>
<td>97.0</td>
</tr>
<tr>
<td>5</td>
<td>96.5</td>
<td>90.4</td>
<td>94.9</td>
<td>91.3</td>
<td>94.3</td>
</tr>
<tr>
<td>6</td>
<td>96.5</td>
<td>97.4</td>
<td>86.0</td>
<td>95.3</td>
<td>97.8</td>
</tr>
<tr>
<td>Total</td>
<td>96.3</td>
<td>95.3</td>
<td>95.2</td>
<td>95.5</td>
<td>97.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

Due to the nature of our small school, attendance concerns are immediately discussed with parents.

Our school enjoys a high rate of attendance however, if any issues regarding non-attendance arise, departmental procedures are followed.

Workforce information

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

Mullengandra Public School has a teaching principal and a temporary part-time teacher three days a fortnight.

Students with awards from the Holbrook Show
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher (Relief From Face To Face)</td>
<td>0.042</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.006</strong></td>
</tr>
</tbody>
</table>

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

Mullengandra Public School did not include any Indigenous employees in 2013.

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>NSW Institute of Teachers Accreditation</td>
<td>50%</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>77367.15</td>
</tr>
<tr>
<td>Global funds</td>
<td>43,844.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>12277.06</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5196.90</td>
</tr>
<tr>
<td>Interest</td>
<td>2276.24</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>128.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>141089.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>17654.73</td>
</tr>
<tr>
<td>Excursions</td>
<td>2129.29</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3391.49</td>
</tr>
<tr>
<td>Library</td>
<td>359.18</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2528.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>13053.34</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1448.40</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15784.79</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7227.28</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1897.63</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>128.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>65602.14</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

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

In 2013, one student sat the National Assessment Program Tests. Therefore it is inappropriate to comment in specific areas because of privacy and personal information policies. The individual results have been discussed with the student’s parents.

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

In 2013, two students sat the National Assessment Program tests. Therefore it is inappropriate to comment in specific areas because of privacy and personal information policies. The individual results have been discussed with the students, parents.

Other achievements

Creative and Performing Arts, Sport and Community Activities play an important role in the lives of our students and the wider school community. The following lists are highlights from these areas for our school in 2013.

Arts

- African Drum Performance
- Murray Conservatorium of Music’s Simone Worshop weekly music lessons
- Murray Conservatorium of Music instrument introduction day
- Performance of ‘Puss in Boots’ starring Mrs. Harbison’s son
- Performances at Centro Lavington, Holbrook Flower Show, Wewak Special School and The Age Care Hostel Holbrook

- Performance by Stig Wemyss at the Holbrook Library
- Students selecting and preparing their own performances for our end of year concert ‘Mully’s Got Talent’
- End of year concert

Sport

- Intensive swimming lessons with Vicki Schuur
- Seven students swimming at the Southern Riverina PSSA Swimming Carnival
- Khai Wood swimming at the Riverina PSSA Swimming Carnival
- Our school winning the Southern Riverina PSSA Cross Country Handicap Trophy
- Tahj Wood’s selection in the Walbundrie PSSA Cross Country team
- Active After School Community Activities
- Gymnastics with Flyaway Gym
- PSSA Soccer
- Tennis Lessons

Other

- Clean up Australia Day
- James Fallon High School Small Schools’ Experience
- Leadership activities with Northern Spirit Learning Community
- Hosting Holbrook Landcare Women in Ag Field Day
- Slopes2Summit BioBlitz

Mrs. Hayes and student at BioBlitz
• CSU Student
• Attending the three day Khancoban Small Schools’ Camp
• Fire Awareness
• Kinder Orientation
• Open Day and Book Costume Parade
• Two day school camp at Talbingo

Significant programs and initiatives

Mural Painting
To help beautify our school and give our students the opportunity to be involved in this process we employed Mrs. Sharon McEachern to help us produce three murals for the school. Students drew pictures of things unique to our local area and then Sharon collated these into three designs. The students then enjoyed three fabulous days painting the wonderful murals.

Students with one of the completed murals

The murals are now located on the walls of buildings around our school and look fantastic.

Small Schools’ Video Conference Assemblies and excursions
Our school is one of three schools involved in video conference assemblies during the term. This initiative allows our senior students to organize and run an assembly, helping to develop their public speaking skills. It also allows us to perform and present items for other students, on a regular basis, giving our students the chance to be on show.

To consolidate the friendships built during these assemblies one of the three schools hosts an overnight camp at their school.

This year we travel to Talbingo Public School were we enjoyed the company of and activities with Talbingo and Cabramurra Public School students, staff and parents for two days.

Lucie Hayes at Talbingo Basic First Aid Session

DoJo Reward System
This year we introduced a new reward system known as DoJos. This is an internet program which allows staff to give positive and/or negative DoJos for desired behavior. In conjunction with this system we introduced termly special rewards for those students who reached a desired percentage in a given time.

This allowed students with good behavior to be reward in a timely manner. It also gave those students with some undesirable behaviours the opportunity to clearly see when and where they could improve their behavior.

DoJo Cooking
Murray Catchment Kids Project

Year five and six students participated in the Murray Catchment Kids Project. This was an excellent opportunity for these students to find out more about one local environmentalist champion.

An excursion to Jim Corrigan’s farm to see firsthand the work he has done to improve his farm’s environment and interview him about his work was most enlightening.

The students then produced a book titled 'Mr. Wymah Our Champion Jim Corrigan'.

Multicultural education

To ensure that the school promotes a culturally inclusive learning environment and works at developing an understanding of cultural, linguistic and religious difference, the school provides integrated programs of work through COGS to give each class the opportunity to focus on multicultural perspectives.

A member of staff has been trained as the Anti-Racism Officer. All school programs are based on an inclusive school community and a racism-free learning and working environment.

Students are specifically taught that no form of discrimination is acceptable, such as discrimination based on religion, age, race, or gender.

Multicultural Day

Our school joined with Gerogery and Table Top Public Schools to celebrate multiculturalism. Students had a wonderful day participating in: Chinese Lantern Making, Indian Rangoli, African Games, Aboriginal Art, German Egg Dying and Vietnamese Cooking.

Aboriginal education

To ensure that the school promotes a culturally inclusive learning environment the school provides integrated programs of work through COGS to give each class the opportunity to focus on the Aboriginal perspectives.

Our school joined with Gerogery and Table Top Public Schools to celebrate multiculturalism. Aspects of Aboriginal art and culture were covered on this day.

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:

- Standardized spelling test
- GMTT Mathematics checklist
- Staff participation in Australian Curriculum Professional Learning

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Improve student outcomes in Writing – Spelling

Evidence of progress towards outcomes in 2013:

- Changes in teaching programs and classroom practice as a result of test
results and classroom monitoring of students spelling skills

- Teacher skills and awareness of spelling strategies enhanced through GMTT Network Professional Learning
- Online literacy programs used to cater for the individual needs of the multi-stage classroom

Strategies to achieve these outcomes in 2014
- Continue GMTT network meetings and professional learning focusing on classroom programming
- How 2 Learn strategies shared with network schools
- Supported teaching and learning with online literacy programs

School priority 2
Mathematics

Outcomes from 2012–2014
To improve student knowledge, understanding, application and achievement in the Number Strand

Evidence of progress towards outcomes in 2013:
- GMTT network number strand assessments used to benchmark students across the network
- Combined GMTT number strand activities for stage levels
- Supported teaching and learning with online numeracy programs

Strategies to achieve these outcomes in 2014:
- Benchmarking all students knowledge, understanding and application of Number with GMTT Number Strand Tests
- Professional Learning through GMTT Network meetings
- Support classroom teaching and learning with online Mathematics programs

School priority 3
Australian Curriculum

Outcomes from 2012–2014
To prepare for and implement the Australian Curriculum as required

Evidence of progress towards outcomes in 2013:
- Staff attendance at Northern Spirit Australian Curriculum staff development day training
- DEC consultants awareness sessions to assist with the impending implementation of the new English syllabus
- Sharing ideas for programming of the new English Syllabus during GMTT network meetings

Strategies to achieve these outcomes in 2014:
- Through GMTT Network meetings discuss and share implementation strategies for the new English syllabus
- Continued Professional Learning through DEC and school networks for the Mathematics Syllabus in 2015

Professional learning
All staff participated in Professional Learning activities during 2013 to support the achievement of School and Department of Education and Communities Priorities.

It cost approximately $1300 for each teacher to attend professional learning activities during 2013.

Staff have been involved in gaining comprehensive understanding of the new NSW syllabus to support the implementation of the National Curriculum. Staff attended GMTT Network of schools Professional Learning Day for the New English Syllabus.

Together with after-hours time engaged in professional dialogue staff have a more comprehensive understanding of the English syllabus and have begun to plan and program accordingly.

All staff participated in and completed mandatory training for CPR, asthma and anaphylaxis.
To support and continue developing healthy life choices, Mrs. Harbison attended professional learning for ‘Live Life Well At School’.

Ms. Twitt completed the online course ‘Understanding Dyslexia and Significant Difficulties in Reading’.

Due to impending major restructure to the roles, responsibilities and operations at school level, the Senior Administration Manager (SAM) role at Mullengandra Public School was also supported with Professional Learning. Mrs. Hamilton attended the SASS Reference Group conference and regular local network meetings and was kept informed of ongoing changes within DEC.

To support Ms. Twitt in her role as Principal, she attended local network meeting outside school hours and mandatory training.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2013 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Informal discussions throughout the year with parents, teachers, and students and feedback during P&C meetings about school events and programs were used to evaluate their satisfaction with the school.

- Whilst most parents were happy with communication about school events, staff believe improvements can be made to ensure the wider community are receiving our fortnightly community newsletters
- Parents and staff value the opportunities students have to participate in a range of activities and excursions to enhance student learning and socialization
- Parents reported they were pleased with their child’s academic performance Students reported they were happy with their learning and loved the school and the opportunities they are given

**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.

Julia Simpson, P&C President

Ursula Harbison, Staff Member

Julie Twitt, Principal

**School contact information**

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Web:

School Code: 2662

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:


*Murals in the making*