2010 Annual School Report
Mullaway Primary School

NSW Department of Education & Training
4606

NSW Public Schools – Leading the way
Making a Quality Contribution to Society
Principal’s message

At Mullaway Primary School we are committed to ensuring our students are equipped to become successful, life-long learners in the 21st century. Our coastal school is small enough to provide individual attention yet large enough to facilitate a range of learning opportunities.

Our school has a proud reputation amongst the northern beaches community which has been earned through:

- Quality literacy and numeracy learning programs,
- Interactive whiteboard technology in all classrooms,
- A balance of male and female teachers,
- Good discipline, positive peer support and anti-bullying initiatives,
- Excellent music and creative art opportunities,
- Successful sport, fitness and sensory learning programs,
- Modern facilities in a beautiful bush environment, and;
- Safe, friendly and successful learning in a small caring setting.

Our 2010 NAPLAN result saw some excellent individual results albeit our overall average results were below the State average. Although the vast majority of our students meet the minimum standards our challenge is to move a larger percentage of our students into the proficient bands. Our literacy and numeracy targets for 2011 will be the same as 2010. I am confident the strategies we have employed will see student success and growth in literacy and numeracy.

The Building Education Revolution (BER) has seen the addition of a large covered outdoor learning area (COLA) and two smaller outdoor learning areas (OLA). These additions will provide wonderful all-weather outdoor learning opportunities for our students.

Our students continued to achieve success in the arts and sport. I congratulate all our students on their individual achievements. Whether they be representation at a State level or just a personal best, we are proud of your achievements.

It is our school community which makes Mullaway Primary School the happy, safe and successful school that it is. I would like to thank:

- our team of flexible, friendly and committed teachers,
- our supportive, caring and friendly parent and volunteer community, and;
- our enthusiastic, friendly and diligent students.

In particular I would like to thank the leaders within our school community:

- our assistant principals; Mr. Acason and Mr. King,
- our P&C executive; Michelle McAlister, Alison Clements and Val Watson, and;
- our 2010 school captains and vice captains; Kirra-lee Avery, Tom Woodgate, Emily King and Ben Mezher.

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. James Deagan B.Ed Dip. Teach

Principal Mullaway Primary School
P & C and/or School Council message

Thank you again to all the parents, community members and staff for another successful year.

We have done a great job with the SmartBoards this year, along with contributions to the school and student funding for sport and music at State representation level. No major fundraiser was held this year and this has had an impact on our budget. However, we held discos, movie nights, Mothers’ Day, Fathers’ Day stalls and the much-loved Christmas stall. The highlight for our fundraising was the ‘Wheels-athon’ which, once again, was coordinated by the tirelessly working Kathy Gray.

The help of non-committee members this year has been overwhelming and goes to show that you do not have to be on a committee to help out.

On behalf of the P&C, I would like to publicly thank the teachers at Mullaway Primary School for their constant support and dedication to both the students and families of our school.

Michelle McAlister

P&C President

Student representatives’ message

As the 2010 school captains our weekly responsibilities included conducting the morning assemblies and changing the school message board with our school vice captains; Emily King and Ben Mezher.

We also formed the school welcoming party when VIPs visited our school which included the Deputy-Director General, the Regional Director and the School Education Director.

Our SRC achievements included coordinating a ‘bin ball’ competition and initiating the mural for the new wall in our landscaped garden.

It was an honour and a pleasure to be part of the student leadership team in 2010 and we would like to acknowledge the support and encouragement we received from our teachers during our seven years at Mullaway Primary School.

We wish all our Year 6 friends a successful, happy and fun start to high school in 2011.

Kirra-Lee Avery and Tom Woodgate

School Captains 2010
School context

Student information

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

Student enrolment profile

Student enrolments have steadily declined over the last 5 years at Mullaway Primary School due to the aging of the local population and scarcity of new and affordable land for extra housing.

Negotiations between Woolgoolga Primary School and Mullaway Primary School saw the rezoning of the southern boundary to include homes north of Newmans Road on the western side of the Pacific Highway. Currently Woolgoolga Primary School has 35 students residing in this area.

Student attendance profile

The student attendance rate remained the same in 2010 as in 2009 at 92.6%. However in the same period the State student attendance rate increased from 92.1% to 94.4%.

Management of non-attendance

The class rolls are monitored by the principal on a weekly basis. The principal contacts the parents of any student who has not attended school for the last three days if the school has not been notified.

Parents of any student who has been absent for more than 10 days by June 1st receives a letter which includes the number of days absent their child has had and the importance of regular attendance.

For students who are frequently absent, the Home School Liaison Officer is contacted and the Child Welfare Unit is notified as per DET policy and procedure.

Class sizes

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

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

Structure of classes

In 2010, there were seven classes at Mullaway Primary School. Each year group formed a class even though there was an imbalance in numbers. This decision was a whole school decision to maintain our non-composite structure.

The class structure was as follows:

- Grevillea K 23
- Glossy 1 15
- Casuarina 2 24
- Kites 3 17
- Pandanus 4 31
- Bluegum 5 24
- Kookaburra 6 28
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>2</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>0.3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>11.2</td>
</tr>
</tbody>
</table>

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

There are no indigenous staff members at Mullaway.

Staff retention

All permanent staff will be retained from 2010 to 2011. It is anticipated that a 0.8 temporary position will be lost in 2011 due to the declining student enrolment.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>60%</td>
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Financial summary

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

Date of financial summary 30/11/2010

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$113,569.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>$104,837.67</td>
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<tr>
<td>Tied funds</td>
<td>$71,717.11</td>
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<tr>
<td>School and community</td>
<td>$68,769.84</td>
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<tr>
<td>Interest</td>
<td>$5,300.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$6,815.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0</td>
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<tr>
<td>Total income</td>
<td>$257,440.69</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>$36,087.79</td>
</tr>
<tr>
<td>Key Learning Areas</td>
<td>$17,586.87</td>
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<tr>
<td>Extra Curricula</td>
<td>$6,460.53</td>
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<tr>
<td>Library</td>
<td>$560.91</td>
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<tr>
<td>Training and Dev</td>
<td>$70,977.70</td>
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<tr>
<td>Casual relief teachers</td>
<td>$24,881.04</td>
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<tr>
<td>Administration and office</td>
<td>$25,758.66</td>
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<tr>
<td>School canteen</td>
<td>$0</td>
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<tr>
<td>Utilities</td>
<td>$22,207.74</td>
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<td>Maintenance</td>
<td>$8,023.70</td>
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<tr>
<td>Trust accounts</td>
<td>$4,430.48</td>
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<tr>
<td>Capital programs</td>
<td>$42,115.60</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$282,129.35</td>
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</table>

Balance Carried Forward $88,881.04

A full copy of the school’s 2010 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 2010

Teachers were given the opportunity to report on their area of responsibility in 2010. The mathematics report which was provided by Mr. Alan Hayward was used as part of our curriculum evaluation.

Achievements

Arts

Creative Arts continued to have a strong focus within the whole school planning at Mullaway Primary School. A balance was kept across the four creative art strands and involved the school community.

Student performances were included in our special assemblies.

In addition to successful ongoing classroom programs, initiatives at Mullaway Primary School included:

- Years K to 2 participated in rotating group music training, by Mrs. Nicola Fraser,
- Twenty-one students, Years 2 to 6 received recorder or band instrument tutoring,
- A large number of Year 5 and 6 students received guitar training on a weekly basis,
- Seven talented recorder students performed at the Opera House in June and parents reported very positive feedback from the students,
- Dance programs on a rotational basis throughout Years 3 to 6, and;
- Art programs across Years K to 6 and the feature this year was the mural in our newly landscaped area and the quality display of art in the hall and in the administration building.

In 2010 our major performance focus was Theatrical Minds and the students’ enthusiasm continued to keep this program as a very important biannual event. Theatrical Minds involves the students cooperating in small groups to solve a problem using their language, drama, music and art skills, largely without teacher support. The dramas they produced this year were again very successful as all students were able to achieve in front of their peers and a community audience. Student, parent and community feedback, as always, was very positive.

Mrs. Joy Richardson

Sport

2010 was certainly Alinta’s year with the sporting house winning the swimming, cross country and athletics carnivals as well as the annual Mullaball Cup.

The tug-of-war was introduced into the athletics carnival this year and the inaugural honours went to Nian house.

At a representative level we had three students; Gemma Hutchinson, Emily Nudd and Luke Burke qualify for the NSW Cross Country Championships and Jorja Murphy was selected to play cricket at a State level.

Our girls’ touch football team was very successful, continuing to Round 5 in the PSSA knockout competition.

Students in Years 3 to 6 took part in training for Life Saving levels according to their ability with some successfully gaining their Level 7 award.

Our sport development activity in 2010 was enhanced by the addition of the new oval.

Mrs. Suellen Ratcliffe
Mullaway Environment Group (MEG)

Representative students from Year 2 to Year 6 once again became involved in the MEG activities. Students normally maintain garden areas and put in plants. This year, however, has been difficult because of the BER works being carried out, with areas where the students normally work, being blocked off. Achievements this year included:

- The commencement of a student garden area near the Stage 1 rooms,
- A focus on reducing packaging in student lunchboxes by classroom monitoring,
- A ‘Package Free Week’, resulting in considerable reduction of rubbish going into the red bin, and;
- An increased focus on keeping the playground clean through regular ‘break cleanups’.

Mrs. Joy Richardson

Public Speaking and Debating

In Term 1 the school conducted the annual Multicultural Perspectives Public Speaking Competition. This program sees all students in Years 3 to 6 participating in and assessed on a formal public speaking task. The winners this year were Emily King and Isaac Noakes in the senior section and Lucinda Gray and Jamila Grace in the junior section. All four representatives went on to participate effectively at the District Final at Woolgoolga PS. During Term 3, Mullaway PS participated in the annual ‘Northern Beaches Public Schools Inter-School Debating Program’, along with four other public schools. All Year 6 students enthusiastically took part as either a speaker or an official. From this program we selected a debating team to participate in the ‘Northern Beaches Public Schools – The Great Debate’. The Mullaway PS team consisted of Bianca McNeill, Emily Nudd, Emily King and Clarence Harre. The team performed skilfully achieving 2nd place out of the five schools in the competition.

Overall, the formal speaking opportunities for all Year 3 to Year 6 students are willingly contested. Teachers, parents and community members regularly comment on the students’ proficiency to speak confidently at formal occasions such as ANZAC Day services, presentations and assemblies. Several students have also gone on to be elected as leaders at Secondary School.

Mr. David King

Library

The library has seen many changes this year including a maintenance upgrade in July and the installation of our Connected Classroom in November. Since the installation we have been connecting with other schools and joining in virtual meetings in a professional learning capacity.

We successfully held a Book Fair which allowed us to purchase some new books for the library. Book Week was celebrated in combination with our Theatrical Minds which took us on a journey “Across the Story Bridge”. Mullaway students from Year 2 to Year 6 were invited to participate in the Premiers’ Reading Challenge. The children are required to read a certain amount of books from a set list and within a certain time frame.

We have had our greatest result so far with 86 children successfully completing the challenge. To celebrate this wonderful achievement a morning tea was held and Mr. Deagan presented the certificates. Congratulations to the children who received their Gold Certificates. They have completed the challenge over four consecutive years. These children were; Liam Unwin, Emily Nudd, Ben Mezher, Bianca McNeill, Emily King, Clarence Harre, Bronte Donohoe and Matthew Dorahy.
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

In Year 3 Reading, the average school mark was 385 and the State DET average was 414.

In Year 3 Writing, the average school mark was 398 and the State DET average was 422.

In Year 3 Spelling, the average school mark was 347 and the State DET average was 408.
In Year 3 Grammar and Punctuation, the average school mark was 357 and the State DET average was 416.

**Numeracy – NAPLAN Year 3**

In Year 3 Numeracy, the average school mark was 367 and the State DET average was 396.

In Year 5 Reading, the average school mark was 459 and the State DET average was 489.

**Literacy – NAPLAN Year 5**

In Year 5 Writing, the average school mark was 424 and the State DET average was 488.
In Year 5 Spelling, the average school mark was 442 and the State DET average was 498.

In Year 5 Grammar and Punctuation, the average school mark was 449 and the State DET average was 504.

In Year 5 Numeracy, the average school mark was 466 and the State DET average was 494.

**Progress in literacy**

The average progress for Reading was 81 compared to the State DET average of 83.
The average progress for Writing was 48 compared to the State DET average of 66.

The average progress for Spelling was 68 compared to the State DET average of 84.

The average progress for Grammar and Punctuation was 80 compared to the State DET average of 95.

The average progress for Numeracy was 85 compared to the State DET average of 89.
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>74</td>
</tr>
<tr>
<td>Spelling</td>
<td>87</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
In 2010 our school was successful in receiving an Aboriginal Languages grant as part of a Northern Beaches Community of Schools initiative. The funds were used to employ an Aboriginal tutor to deliver the Gumbaynggirr language curriculum developed by Muurrbay and associated resources.

The tutor delivered the program to Year 2 and Year 3 students in the four primary schools and Year 7 and Year 8 indigenous students at the high school on a weekly basis for 15 weeks.

Whilst the students enjoyed participating in the language program and the teachers spoke highly of the curriculum content, the success of the initiative was limited due to the inconsistency of the program delivery by the tutor.

An application was made to roll-over unspent funds to deliver the program in 2011 with a new tutor.

Mullaway Primary School acknowledged Sorry Day with a *Sea of Hands* and Kevin Starkey, a parent at Mullaway Primary School and the President of the Coffs Harbour AECG spoke to the students about the significance of Sorry Day.

NAIDOC Week was celebrated with a Bush Tucker tasting which was generously provided by Sue Tomkins, a parent at Mullaway Primary School and the Secretary of the Coffs Harbour AECG. Our Year 5 and Year 6 students integrated boomerang decorations into their Peer Support lessons and we had a Gumbaynggirr Elder, Auntie Marg, speak to our Stage 1 students about Aboriginal totems.

Multicultural education
Students at Mullaway Primary School experienced a range of multicultural initiatives including:

- Students Years 3-6 participating in the Multicultural Perspectives Public Speaking competition,
- A visiting student from Sweden spoke to our Stage 1 students, and;
- Three Danish students enrolled at our school as part of a temporary student visit.
Respect and responsibility

Mullaway Primary School continues to have a level based system as part of the student welfare and discipline policy. The success of the level based system is largely due to the familiarity and support provided by the school community.

There were only four short term suspensions issued to three students in 2010 which also reflects the success of the level based system.

Students sing the national anthem and the school song at our three morning assemblies each week.

There was a focus on school uniform in 2010 and this will be increased in 2011 with the ‘Uniform Swap’ initiative. This involves students who arrive to school in the incorrect jumper, shirt or hat swapping their item of clothing for the equivalent school uniform item for the day.

Connected learning

Mullaway Primary School received their connected classroom in Term 4 of 2010.

Teachers have received professional learning and our Year 4 students had the opportunity to video conference with their peers and teachers when they were at Cascade Environmental Centre.

Progress on 2010 targets

Target 1

Increased percentage of students in the NAPLAN proficient bands for spelling

<10% of students in Bands 1 and 2 and >30% of students in Bands 5 and 6 for spelling in Year 3

<25% of students in Bands 3 and 4 and >15% of students in Bands 7 and 8 for spelling in Year 5

This target was not met in any of the four areas.

Our results include:

- In Year 3, 37% of students in Bands 1 and 2,
- In Year 3, 12% of students in Bands 5 and 6,
- In Year 5, 39% of students in Bands 3 and 4,
- In Year 5, 9% of students in Bands 7 and 8,
- 87% of Year 3 students achieving at or above the minimum standard, and;
- 88% of Year 5 students achieving at or above the minimum standard.

Target 2

Increased percentage of students in the NAPLAN proficient bands for writing

<10% of students in Bands 1 and 2 and >30% of students in Bands 5 and 6 for writing in Year 3

<25% of students in Bands 3 and 4 and >15% of students in Bands 7 and 8 for writing in Year 5

This target was met in one of the four areas.

Our achievements include:

- In Year 3, 19% of students in Bands 1 and 2,
- In Year 3, 37% of students in Bands 5 and 6,
- In Year 5, 52% of students in Bands 3 and 4,
- In Year 5, 8% of students in Bands 7 and 8,
• 100% of Year 3 students achieving at or above the minimum standard, and;
• 74% of Year 5 students achieving at or above the minimum standard.

Target 3

*Improved student reading benchmark levels*

80% of Kindergarten students achieving PM reading benchmark level of 6
80% of Year 1 students achieving PM reading benchmark level of 18
80% of Year 2 students achieving PM reading benchmark level of 30
95% of Year 3 students achieving reading benchmark level of 30

The target was not met in any of the four areas.

Our achievements include:

• 55% of Kindergarten students achieving PM reading benchmark level of 6 with a class average of 6.4,
• 60% of Year 1 students achieving PM reading benchmark level of 18 with a class average of 18.5,
• 12% of Year 2 students achieving PM reading benchmark level of 30 with a class average of 21.8,
• 53% of Year 3 students achieving reading benchmark level of 30 with a class average of 26.5,
• 94% of Year 3 students achieving at or above the minimum standard, and;
• 91% of Year 5 students achieving at or above the minimum standard.

Target 4

*Increased percentage of students in the NAPLAN proficient bands for numeracy*

<10% of students in Bands 1 and 2 and >40% of students in Bands 5 and 6 for numeracy in Year 3

<15% of students in Bands 3 and 4 and >25% of students in Bands 7 and 8 for numeracy in Year 5

The target was not met in any of the four areas.

Our achievements include:

• In Year 3, 43% of students in Bands 1 and 2,
• In Year 3, 12% of students in Bands 5 and 6,
• In Year 5, 31% of students in Bands 3 and 4,
• In Year 5, 22% of students in Bands 7 and 8,
• 100% of Year 3 students achieving at or above the minimum standard, and;
• 94% of Year 5 students achieving at or above the minimum standard.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010, teaching and mathematics were evaluated.

Educational and management practice

Teaching

Background

In 2010, parents, students and teachers were provided with the opportunity to participate in an on-line survey about teaching.

Forty-one students and nine teachers participated in the on-line survey. Unfortunately, only one parent participated in the survey.

As a result only data collected from the students and teachers was used.

Findings and conclusions

Students were asked to respond to seven questions providing either a positive response of almost always or usually or a negative response of sometimes or rarely.

All the responses were overwhelmingly positive as follows;

1. What I am asked to learn is important (97.5%)
2. My teacher plans class activities that are interesting and help me learn (83%)
3. The way my teacher manages the class helps me learn (95%)
4. My teacher treats me fairly in class (95%)
5. My teacher takes an interest in helping me with my work (95%)
6. I enjoy what I do in class (89%)
7. I am good at school work (75%)

Teachers were asked to respond to six questions providing either a positive response of almost always or usually or a negative response of sometimes or rarely.

All the responses were positive as follows;

1. My students are provided with a relevant curriculum (100%)
2. My teaching programs respond to students' interests, needs and abilities (100%)
3. I have classroom management strategies in place to maximise student learning (100%)
4. My assessment processes provide information on students' strengths and areas for further development (100%)
5. The school’s reporting to parents clearly communicates information about student achievement and development (100%)
6. How effective is the Mullaway TARS policy in balancing support for teachers with accountability i.e. programming, teaching and learning, assessment and reporting (100%)

Teachers were also asked the following two questions;

- On a ranking of 1 to 5 (with 1 being the lowest and 5 being the highest), how effective do you believe the overall teaching at Mullaway is in achieving student success?

78% of teachers answered 4 and 22% answered 5.

- On a ranking of 1 to 5 (with 1 being the lowest and 5 being the highest) how effective is the leadership team (Principal and Assistant Principals) in supporting teaching at Mullaway Primary School?

45% of the teachers answered 4 and 55% answered 5.

It is evident from the data that there is a high level of respect for teachers and teacher quality at Mullaway Primary School.
Whilst there is clearly no need to critically address teaching at Mullaway. Fine tuning in the areas of student interest, enjoyment and success may be addressed through a focus on pedagogy and interactive technology.

**Future directions**

In 2011 there will be a focus on teacher professional learning for interactive technology and pedagogy.

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**Curriculum**

**Mathematics**

**Background**

The teaching of mathematics at Mullaway Primary School is delivered through the *Targeting Maths* textbook.

Whilst the utilisation of a textbook may ensure that curriculum content is being covered is it facilitating optimum student learning outcomes?

**Findings and conclusions**

Students in Kindergarten, Years 1 and 2 were assessed to find the Count Me In Too (CMIT) stages of development. These stages are:

- **Stage 1: Emerging** - Students know some numbers but cannot count to 10,
- **Stage 2: Perceptual** - Students can count by starting from 1 but need to touch items,
- **Stage 3: Figurative** - Students start from 1 not needing to touch items,
- **Stage 4: Counting On** - Students can count on to solve addition and subtraction problems, and;
- **Stage 5: Facile** - Students solve problems using known facts and various number strategies.

The assessment data indicates that our success was as follows:

- All Kindergarten students have reached the Perceptual Stage or above with 41% achieving the Counting On Stage,
- 73% of Year 1 students have reached the Counting On Stage or higher,
- 96% of Year 2 students have reached the Figurative Stage or higher and of these 44% are at the Counting On Stage and 33% are at the Facile Stage.

Pre-tests and post-tests based on the syllabus and taken from *Targeting Maths* that covered all aspects of Mathematics for students in Years 3 to Year 6 showed an average growth of 46% with growth for some students as high as 70%.

All students showed improvement.

NAPLAN data showed that 100% of Year 3 students and 96% of Year 5 students are achieving at or above the national benchmark for numeracy. This supports our initial background statement that the utilisation of a textbook ensures that curriculum content is being covered resulting in national benchmarks being achieved.

NAPLAN data also showed that in relation to our 2010 numeracy targets our students underperformed.

**2010 target:**

- <10% of students in Bands 1 and 2 and >40% of students in Bands 5 and 6 for numeracy in Year 3

**2010 actual:**

- 43% of students in Bands 1 and 2 and 12% of students in Bands 5 and 6 for numeracy in Year 3

**2010 target:**
<15% of students in Bands 3 and 4 and >25% of students in Bands 7 and 8 for numeracy in Year 5

2010 actual:

31% of students in Bands 3 and 4 and 22% of students in Bands 7 and 8 for numeracy in Year 5

This data indicates that whilst the textbook ensures students are achieving the national benchmark it does not move students into the proficient bands of the NAPLAN.

The on-line student survey about teaching indicated that mathematics was the second least popular key learning area with 61% of students enjoying the subject.

Based on this data it can be concluded that in addition to the utilisation of a textbook an increased focus on non-textbook teaching and pedagogy is required to improve student numeracy outcomes.

Future directions

In 2011, numeracy groups will be implemented from Year 1 to Year 6 focused on explicit teaching activities linked with the NAPLAN 2010 teaching strategies.

Professional learning opportunities in interactive technology and pedagogy will be targeted to provide teaching staff with the skills and resources to become less reliant on the textbook as their main resource for teaching numeracy in the classroom.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents and students about the school via an online-survey. Unfortunately only one parent responded to the survey and therefore the data invalid. There were a high number of student respondents and their responses are presented below.

Students were asked to answer the following on-line statement;

I enjoy being at Mullaway Primary School

Of the forty-one respondents, 82% answered almost always, 10% answered usually, 8% answered sometimes and no respondents answered rarely.

In addition students were provided with an opportunity to participate in an on-line survey on bullying and racism.

Fifty-eight students responded to the survey.

Students were asked if they had experienced physical, verbal, indirect or cyber bullying at Mullaway Primary School in 2010.

The percentage of students who had experienced these forms of bullying frequently (five or more times in a year) was as follows:

- Physical (7%)
- Verbal (16%)
- Indirect (0%)
- Cyber (0%)

The percentage of students who had not experienced these forms of bullying at all was as follows:

- Physical (67%)
- Verbal (57%)
- Indirect (77%)
- Cyber (91%)

Students were also asked if they had experienced any form of racism at Mullaway Primary School in 2010. Of the Fifty-eight respondents 94% of students had not experienced any form of racism.

Students were also asked to respond to four statements providing either a positive response of strongly agree or agree or a negative response of disagree or strongly disagree.

The responses to the following four statements were overwhelmingly positive as follows;

1. I feel safe at Mullaway Primary School (94%)
2. People are friendly to me at Mullaway Primary School (90%)
3. I can get help from our teachers if I experience bullying or racism (94%)
4. There is very little bullying or racism at Mullaway Primary School (74%)
Professional learning

Our focus for teacher professional learning in 2010 was technology and the use of interactive whiteboards. Each fortnight over a two term period, all teaching staff participated in 90 minute after-school professional learning workshops conducted by the technology consultant, Jessica Little at our school. The professional learning provided the teaching staff with the basics for operating our six new interactive whiteboards and the model of delivery was positively received by the teachers.

The financial dissection of the TPL funds for 2010 was as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>$2564.70</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>$1657.12</td>
</tr>
<tr>
<td>Student Welfare</td>
<td>$1062.04</td>
</tr>
<tr>
<td>School Priorities</td>
<td>$900.69</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>$889.31</td>
</tr>
<tr>
<td>Literacy/Numeracy</td>
<td>$284.26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$7358.12</strong></td>
</tr>
</tbody>
</table>

Teachers were asked to identify the areas in which they required teacher professional learning in 2011. The areas in which more than one teacher responded to were:

1. Technology (5)
2. Writing (5)
3. Language conventions (4)
4. Numeracy (2)
5. Students with learning difficulties (2)

School development 2009 – 2011

Targets for 2011

Target 1

*Increased percentage of students in the NAPLAN proficient bands for numeracy*

<10% of students in Bands 1 and 2 and >40% of students in Bands 5 and 6 for numeracy in Year 3

<15% of students in Bands 3 and 4 and >25% of students in Bands 7 and 8 for numeracy in Year 5

Strategies to achieve this target include:

- Implement numeracy groups.
  - Explicit teaching activities linked with the NAPLAN 2010 teaching strategies.
- Participate in Southern Cross University partnership initiative Dimensions of Learning focusing on pedagogy in numeracy

Our success will be measured by:

- 2011 SMART data
- Item analysis for numeracy in which difference to State average is 10% is less than 2010 benchmark:
  - 15 for Year 3*
  - 18 for Year 5*
- Percentage of students achieving at or above minimum standard is above 90% or above the 2010 benchmark:
  - 100% for Year 3*
  - 94% for Year 5*

*2010 benchmark
Target 2

*Increased percentage of students in the NAPLAN proficient bands for writing*

<10% of students in Bands 1 and 2 and >30% of students in Bands 5 and 6 for writing in Year 3

<25% of students in Bands 3 and 4 and >15% of students in Bands 7 and 8 for writing in Year 5

Strategies to achieve this target include:

- Implement and provide professional learning for *PM Writing Linking Reading to Writing* initiative

Our success will be measured by:

- 2011 SMART data

- Percentage of students achieving at or above minimum standard is above 90% or above the 2010 benchmark:
  - 100% for Year 3*
  - 74% for Year 5*

*2010 benchmark

Target 3

*Increased percentage of students in the NAPLAN proficient bands for spelling*

<10% of students in Bands 1 and 2 and >30% of students in Bands 5 and 6 for spelling in Year 3

<25% of students in Bands 3 and 4 and >15% of students in Bands 7 and 8 for spelling in Year 5

Strategies to achieve this target include:

- Implement teaching strategies from 2010 NAPLAN item analysis

- Introduce Principal’s Spelling Bee

Our success will be measured by:

- 2011 SMART data

- Item analysis for spelling in which difference to State average is 10% is less than 2010 benchmark:
  - 21 for Year 3*
  - 22 for Year 5*

- Percentage of students achieving at or above minimum standard is above 90% or above the 2010 benchmark:
  - 88% for Year 3*
  - 87% for Year 5*

*2010 benchmark

Target 4

*Improved student reading benchmark levels*

Average Kindergarten PM reading benchmark level > 6

Average Year 1 PM reading benchmark level >18

Average Year 2 PM reading benchmark level >24

Average Year 3 PM reading benchmark level >27

Strategies to achieve this target include:

- Students Years K-3 benchmarked in Term 2 Week 4 and Term 4 Week 4

- Implement and provide professional learning for *PM Writing Linking Reading to Writing* initiative

Our success will be measured by:

- Term 4 Week 4 Benchmark data

- 2011 SMART data

- Percentage of students achieving at or above minimum standard is above 90% or above the 2010 benchmark:
  - 94% for Year 3*
  - 91% for Year 5*

*2010 benchmark
About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Mr. Steve Chin – Classroom Teacher
Mrs. Leanne Bartlett – School Admin. Manager
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