2009 Annual School Report
Mullaway Primary School

NSW Public Schools – Leading the way
Our school at a glance

Students

Mullaway Primary School is very proud of our students. They strive to do their best in all academic pursuits, to achieve success in the arts and sports and most importantly they willingly assume responsibility in all areas of school life.

In the school, and community, they are responsible, friendly and polite and are frequently recognised by others for the outstanding way they present themselves.

In every program students support each other and they have a true voice in the leadership of the school. It is with confidence that we send our senior students to high school knowing they are ready to meet new challenges.

Staff

A strong team approach exists between all staff members with team teaching, cooperative stage planning and shared responsibilities across the school. This level of cooperation leads to consistency in academic standards and welfare aspects. A high level of capability is evident with expertise on staff to enable a full, enriched curriculum in all key learning areas.

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

Student achievement in 2009

In 2009 our Year 3 students performed, on average, above the state average for writing and numeracy.

100% of our Year 3 students performed at or above the national minimum standards for reading.

Our Year 5 students demonstrated, on average, above state average progress in reading and writing.

Messages

Principal’s message

Once again this year we have celebrated many successes. Importantly, we have farewelled Mrs Kim Taylor our long standing principal with several emotive staff, student and community based activities.

During the year the students, community and staff worked hard to continue the positive collaboration and respect that has been forged over the past 15 years by Mrs Kim Taylor. Kim’s pursuit of promotion was successful, however her positive involvement with Mullaway PS will continue in her new role as School Education Director. On behalf of all staff at Mullaway PS we wish Kim a safe and successful future.

We were all very excited about the Federal Government’s ‘Building Education Revolution’ grants. The first successful grant provided the school with an opportunity to revive our northern playground area. The result is a level, grass playing field overlooked by a shaded, tiered learning area. This new play area has provided a safe, comfortable option for all our students from K-6. We look forward to further structural improvements to our school over the next 12 months.

The Northern Beaches Community of Schools has continued to build momentum throughout 2009. Some of the positive outcomes from this venture includes a more structured Year 6 transition to Secondary School, an exciting Aboriginal Language Program and a more consistent and rigorous Mathematics program for Stage 3 students. Special thanks to Mr Steve Chin for his positive and creative approach to the Aboriginal Language initiative. We also thank Mr Alan Hayward, Mrs Suellen Ratcliffe and Mrs Kathy Gray for their commitment to the Counting On Mathematics program which they successfully implemented throughout the year.

During 2009, several staff were keen to accept leadership duties. I would like to thank Mrs Joy Richardson, Mr Steve Chin, Mrs Suellen Ratcliffe and Mr Alan Hayward who all enthusiastically accepted the role of Assistant Principal for one term. It is indeed a pleasure to have such depth of leadership in the school.

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. David King – Relieving Principal 2009
The P&C here at Mullaway has had another very successful year.

We have purchased four interactive smart boards, given the standard contribution to the school as well as continuing to help students and their families when they represent the school at state level in both sports and the arts.

The commitment of parents has increased in the attendance of meetings, whilst the valued support in the wider community has maintained a very strong presence. The support of parents at Mullaway is valued by both the staff and the children.

My year as President had many moments that made me proud to be a parent of Mullaway children. This year was tinged with sadness as we formally farewelled Mrs. Kim Taylor, however this was balanced out with pride to be part of the panel that got to choose Mr. James Deagan as our new principal.

Michelle McAlister - P&C President

Student representative’s message

In Year 6 at Mullaway we had lots of opportunities to be leaders in our school.

As captains we ran special assemblies, met important people and helped lots of children and parents. We laid a wreath at the Anzac Day ceremony and attended a special service on Remembrance Day. We enjoyed helping the new Kindergarten students and their parents on orientation day.

Lots of children helped by being library monitors, computer monitors, house captains and peer support leaders. A large number of children helped the environment by being part of the Mullaway Environment Group.

Most of us enjoyed being peer support leaders, teaching younger children in Peer Support was hard work but fun.

We also helped out at swimming carnivals, pool fun days and Clean Up Australia Day.

The SRC continued to sponsor Zenia Siraj. She is doing well and we hope next year’s SRC continue to sponsor her.

Some of the things we have enjoyed most in Year 6 were; the Musical, Theatrical Minds, the great excursions, the privilege days, the Book Fair, the discos, the Wheel-athon, the talent quest and playing sport against people from other schools.

We really enjoyed planning and running the mini-fete. Everyone in Year 5 and 6 planned and ran a stall at the fete. This was great fun and it helped raise money for our excursion.

We enjoyed our time at Mullaway and wish next year’s captains and leaders good luck!

Annie Wales and Jimmy Gentle - School Captains
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 for 2009 were 169. There were 84 female students and 85 male students.

![Enrolments](image)

Student attendance profile

Student attendance for Mullaway Primary School in 2009 was 92.6% which was above region (90.1%) and state (92.1%) average.

![Student attendance rates](image)

Management of non-attendance

Class rolls are monitored by the principal on a weekly basis. If there is an unexplained absence for three consecutive days the principal will contact the parent. Students who arrive late must collect a late note from the front office and consistent late arrivals are monitored by the principal.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLUEGUM</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>CASUARINA</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>GLOSSY</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>GREVILLEA</td>
<td>K</td>
<td>19</td>
</tr>
<tr>
<td>KITES</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>KOOKABURRA</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>PANDANUS</td>
<td>4</td>
<td>23</td>
</tr>
</tbody>
</table>

Structure of classes

When determining classes the school looks at the needs of students and curriculum structure. In 2009 priority was given to keeping the students in their year groups. As a result there was a class for each year group.

Staff information

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

Parents report that the staff demonstrate their commitment to the school by their positive approach to all aspects of the school each day. The staff feel valued by students and parents and they appreciate the support they receive.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher RFF and Part-Time</td>
<td>0.6</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>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.6</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>13.3</td>
</tr>
</tbody>
</table>
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.
All teachers demonstrate their commitment to learning through a variety of professional learning activities.

<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>
</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$102 698.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>$134 727.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$70 149.59</td>
</tr>
<tr>
<td>School and community sources</td>
<td>$62 506.62</td>
</tr>
<tr>
<td>Interest</td>
<td>$4 691.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$5 894.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$380 668.06</td>
</tr>
</tbody>
</table>

Expenditure
Teaching and learning
- Key learning areas: $37 148.34
- Excursions: $24 196.37
- Extracurricular dissections: $16 983.80
Library: $3 800.97
Training and development: $766.74
Tied funds: $77 626.91
Casual relief teachers: $20 804.91
Administration and office: $51 265.45
School-operated canteen: $0.00
Utilities: $17 672.10
Maintenance: $9 499.24
Trust accounts: $7 333.53
Capital programs: $0.00
Total expenditure: $267 098.36
Balance carried forward: $113 569.70

A full copy of the school's 2009 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 2009
Mullaway Primary School is proud of its achievements in the arts, sport, debating and public speaking as well as our academic success.

Achievements
Arts
2009 saw the second of our whole school productions titled Ocean Dreaming. Each class collaboratively planned their own performance using a sea theme to demonstrate individual and collective talents in the best light.

Students, parents and community rated the performance highly, with glowing comments. As a result of this year’s performance success we have been able to purchase two new microphones, a mixing desk, a new camcorder and DVD burner to further support teaching and learning in the school.

A balance of dance, drama, music and visual art programs have continued this year. Highlights in 2009 included Education Week performances and our recorder group's success at the Sydney Opera House in June.

Mrs. Joy Richardson
Sport
Our school always encourages full participation by students and this was evident in major sporting events throughout 2009.

We had teams participate in PSSA knockouts for boys and girls’ soccer and touch football as well as the junior and senior boys’ rugby league and the AFL.

We also participated in interschool events with the Northern Beaches Community of Schools in cricket, Schubert Sevens and the Mullaway Real Estate soccer knockout.

Our small school has a reputation for being competitive and displaying a high level of sportsmanship. This was evident in Mullaway Primary School winning the 1st place handicap trophy at the district cross country carnival.

Bindarri house had a highly successful year winning the cross country and swimming carnivals and equaling Alinta house in the Mullaball Cup. Alinta house won the athletics carnival.

Jim Gentle was an outstanding representative in many sports receiving our sportsperson of the year award. Other notable students were Annie Wales and Tom Craig who represented our school in a variety of sports.

We continued our very successful Royal Life Saving Society initiative for students in Years 3-6 in which they can attain certificates up to level 7.

Mrs. Suellen Ratcliffe

Debating and Public Speaking
The school conducted its annual intra-school competition to select representatives in the Multicultural Perspectives Public Speaking Competition.

Kaela Twiss and Lucinda Gray represented in the Year 3 and 4 section and Emily King and Emily Nudd represented in the Years 5 and 6 section. This program sees all students in Years 3 to 6 completing a formal public speaking task including a full assessment. Two highly commended awards were given to Mullaway students at the district finals.

During Term 3 Mullaway school coordinated an interschool debating competition for three neighbouring schools. 100% of Year 6 students participated in the interschool debating competition. The Northern Beaches Public Schools Great Debate team consisted of; Cameron Bennett, Annie Wales, Maggie Mackay and Kelsie Hunt. The Mullaway team performed skilfully achieving second place in the competition.

Teachers, parents and community members regularly comment on the students’ ability to speak confidently and clearly in formal situations such as Anzac Day services, presentations and assemblies. This is highly commendable.

Mr. David King
**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 the 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**

The school average for reading is 414.3 which is lower than the state average of 423.7.

The school average for writing is 427.3 which is higher than the state average of 423.5.

The school average for spelling is 411.2 which is lower than the state average of 423.9.
The school average for grammar and punctuation is 420.8 which is lower than the state average of 426.7.

**Numeracy – NAPLAN Year 3**

The school average for numeracy is 423.9 which is higher than the state average of 405.8.

The school average for reading is 478.6 which is lower than the state average of 503.2.

The school average for writing is 459.8 which is lower than the state average of 491.6.
The school average for spelling is 459.8 which is lower than the state average of 491.6.

The school average for grammar and punctuation is 472.1 which is lower than the state average of 508.0.

The school average for numeracy is 469.6 which is lower than the state average of 502.9.

The school average for progress in reading between 2007-2009 is 100.8 which is higher than the state average of 88.4.

The school average for grammar and punctuation is 472.1 which is lower than the state average of 508.0.
The school average for progress in writing between 2007 and 2009 is 73.1 which is higher than the state average of 57.7.

**Progress in numeracy**

The school average for progress in numeracy between 2007-2009 is 84.7 which is lower than the state average of 93.4.

**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 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

In negotiation with the Northern Beaches Community of Schools (NBCoS) we were successful in gaining a grant to initiate an Aboriginal Language program. This program focused on the teaching of the Gumbaynggirr language to Year 7 and 8 students at Woolgoolga HS as well as all Year 2 students at the four feeder Primary Schools. This fantastic opportunity allowed us to engage the students in authentic tasks that focused on Gumbaynggirr culture. It also strengthened the relationship between the Gumbaynggirr people and our school community. Special thanks to Mrs Angela Brown, Mr Tyson Ferguson and Mrs Sue Tomkins for their expertise to deliver this extremely successful program.

The NBCoS also initiated a more structured Year 6 to 7 transition program, specifically for Aboriginal students. Several activities were implemented whereby primary students visited Woolgoolga HS to participate in learning activities that assisted them to be more comfortable and familiar with the school surroundings.

Mullaway has a 21% enrolment of Aboriginal students across all year groups. All Aboriginal students are equal to or above benchmark reading levels set for their scholastic year.

Individual Learning Plans (ILP’s) were initiated this year for Aboriginal students. We were highly successful in developing over 66% of the required ILP’s. This was beyond our expectations of our planned target of 33%. Special thanks to all staff, parents and our Aboriginal Education Consultant, Scott Fatnowna, who all collaborated so positively and productively.

During NAIDOC Week Aboriginal dancers from Woolgoolga HS presented a creative display. Aboriginal parents prepared bush tucker food for all the students to eat and we welcomed Mr Mark Flanders from Coffs Harbour who spoke to all students about the Aboriginal culture. Also, Mr Matt Jeffery entertained us with didgeridoo playing. The highlight of the NAIDOC Week celebrations was the presentation of the Apology to Indigenous Peoples Manuscript at a formal assembly. Auntie Margie, a Garby elder, accepted the manuscript on behalf of the Mullaway PS school community. This emotive ceremony was fundamental in strengthening bonds between our cultures.

**Mr. David King**

**Multicultural education**

During 2009, Mullaway students participated in the Multicultural Perspectives Public Speaking competition which gave students an insight to multicultural Australia.

Our Stage 3 students also participated in an excursion to a local Sikh temple and had the opportunity to experience their food and customs.

**Respect and responsibility**

During 2009 our Peer Support program ran successfully with all Year 5 and 6 students being leaders. The Stage 3 leaders improved their leadership and organisational skills during throughout the year.

Students were responsible for conducting assemblies for; Anzac Day, Presentation Day and Naidoc Week.

The School Representative Council ensured that the students had a voice of their own, where student needs were dealt with in a peer setting.

Stage 3 organised their own successful mini-fete where the planning and running were the students’ responsibility.

**Mr. Trevor Acason**

**Accelerated Literacy**

Our school management plan had a focus on improving comprehension and as a part of this, three practical hands-on meetings were conducted to implement Accelerated Literacy with staff.

The outcomes were:

- Improved knowledge of how to select texts with the best quality literary language,
- Improved understanding of the importance of orientation and its two components, literary and higher order orientation,
- The practical implementation of orientation into teaching tasks,
- Collaborative understanding of the full spectrum of accelerated literacy from orientation through to grammar, spelling and writing,
- The development of stage boxes containing texts and units of work; and,
- Evaluation of staff progress with teaching and learning through discussion and feedback.

**Mrs. Joy Richardson**
Premier’s Reading Challenge

Mullaway students from Year 2 to Year 6 were invited to participate in the Premiers Reading Challenge.

Students had to read 30 books (Year 2) or 20 books (Years 3-6), within a certain time frame and from a set list. We had great success with 50 children participating in 2009.

To reward the successful children a special morning tea was provided and parents were invited to join in the celebration, as certificates where handed out by Mr King.
We had four students who achieved their Gold Certificates as they had successfully completed the challenge four years in a row. Congratulations to Jazmine Wilson, Kelsie Hunt, Colby Mc Alister and Matthew Gray.

Mrs. Kathy Gray

Environmental Education

Activities and procedures have been well implemented according to the SEMP structures.

Recycling procedures have continued, especially with the student Mullaway Environmental group (MEG) input into water management, tree planting and plant identification trails.

Construction of a playground area has addressed erosion issues and aided with native garden enhancement to be managed by MEG.

Mr. Steve Chin

Progress on 2009 targets

In 2009 our literacy focus was reading and our numeracy focus was measurement, data, space and geometry.

Target 1

To improve student performance for reading in the NAPLAN.

Our NAPLAN data demonstrated that we achieved three out of four indicators of success as outlined below.

Our achievements include:
Year 3 students performing in the proficient bands (bands 5 and 6) increased from 39% to 40%.
Year 3 students performing in the lower bands (bands 1 and 2) decreased from 21% to 13%.
Year 5 students performing in the proficient bands (bands 5 and 6) increased from 8% to 31%.
Year 5 students performing in the lower bands (bands 1 and 2) increased from 27% to 28%.

Target 2

To improve student performance for measurement, data, space and geometry in the NAPLAN.

Our NAPLAN data demonstrated that we achieved two out of four indicators of success as outlined below.

Our achievements include:
Year 3 students performing in the proficient bands (bands 5 and 6) increased from 34% to 50%.
Year 3 students performing in the lower bands (bands 1 and 2) decreased from 26% to 10%.
Year 5 students performing in the proficient bands (bands 5 and 6) decreased from 23% to 21%.
Year 5 students performing in the lower bands (bands 1 and 2) increased from 19% to 34%.
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 2009 our school carried out evaluations of leadership and English.

Educational and management practice

Leadership

Background

This year leadership was evaluated across the school. The school community were surveyed using questions from the *Nine Characteristics of High Performing Schools Perception Surveys*.

Findings and conclusions

Four leadership related statements were asked and the findings are graphed below:

Statement 1

**School has a clearly defined purpose and mission**

- Positive: 84%
- Neutral: 13%
- Negative: 3%

Statement 2

**School communicates its goals effectively to the community**

- Positive: 70%
- Neutral: 25%
- Negative: 5%

Statement 3

**School leaders act fairly and with integrity**

- Positive: 82%
- Neutral: 16%
- Negative: 2%

Statement 4

**School leaders show they care about all students**

- Positive: 84%
- Neutral: 15%
- Negative: 1%

It can be concluded from the above graphs that the community views the school leadership positively, in particular, in the way our school leaders act fairly and with integrity, show they care about all students and have a clearly defined purpose and mission.

Although still overwhelmingly positive, the statement that the school communicates its goals to the community was viewed less positively than the other statements.

Future directions

To address the statement that the school communicates its goals effectively to the community, in 2010 the school will improve its communication through a new website and a revised school newsletter.
**Curriculum**

**English**

**Background**
This year English was evaluated using the 2008 and 2009 NAPLAN data to provide specific and trend data.

**Findings and conclusions**
On average in spelling, our Year 3 and Year 5 students have performed below the State average in the proficient bands (top two bands).

Over a two year period, there have been twenty-six items in spelling that our Year 3 and Year 5 students have performed at a difference to the state greater than -20%.

On average in writing, our Year 3 and Year 5 students have performed below the State average in the proficient bands (top two bands).

On average in writing, our Year 5 students have demonstrated a higher growth rate between Year 3 and Year 5 than the state average.

Our Year 5 performance in writing has demonstrated a downward trend over the last two years.

On average in reading, our Year 3 and Year 5 students have performed below the State average in the proficient bands (top two bands).

On average in reading, our Year 5 students have demonstrated the equivalent growth rate between Year 3 and Year 5 to the state average.

Our Year 5 performance in reading has demonstrated a downward trend over the last two years.

**Future directions**
In 2010 we will be implementing the following initiatives in our school improvement plan (see targets 1, 2 and 3)

- Implementation of an explicit teaching spelling initiative based on the twenty-six skills for development identified in the 2009 and 2008 SmartData.
- Implementation of the PM Writing initiative.
- Implementation of the K-3 benchmarking initiative.

---

**Parent and student satisfaction**
In 2009 the school sought the opinions of parents and students about the school.

We had an excellent response with 59 families returning the School Improvement Survey – Family Perspectives which surveyed 30 aspects of school life.

96% percent of all responses were positive demonstrating the strong support we receive from our parent community. The least positive responses were in response to the following statements:

1. Discipline problems are handled fairly (8% responded negatively to this statement).
2. Teachers make adjustments to meet individual student’s needs (6% responded negatively to this statement).
3. Teachers give students extra help if it is needed (6% responded negatively to this statement).

All students were surveyed using School Improvement Survey – Student Perspectives which surveyed 30 aspects of school life.

95% of all responses were positive demonstrating the strong support we provide for our students.

The three most positive statements were that:

1. My teacher makes it clear what I am supposed to learn.
2. My teacher expects all students to work hard.
3. My teacher believes that I can learn.

**Professional learning**
All teachers participated in professional learning in 2009.

In total $8612.92 was committed to teacher professional learning. The majority of professional learning focused on literacy and numeracy, quality teaching and welfare. This included:

- Three teachers participating in mathematics professional learning,
- Four teachers participating in the North Coast Quality Teaching Conference,
- One teacher participating in Aboriginal education professional learning,
- Two teachers participating in student behaviour professional learning; and,
- All staff actively participated in four Accelerated Literacy workshops at staff meetings.
**School development 2009 – 2011**

Our priorities for the current triennium are as follows:

1. Increasing the percentage of students in the proficient bands for literacy in the NAPLAN
2. Increasing the percentage of students in the proficient bands for numeracy in the NAPLAN
3. Increasing student enrolments and providing a supportive and safe learning environment
4. Targeting professional learning and establishing a supportive EARS and TARS process
5. Closing the gap between indigenous and non-indigenous performance and increasing cultural and language awareness
6. Increasing engagement with technological and interactive technologies within teaching and learning programs

**Targets for 2010**

**Target 1**

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

**Less than 10% of students in Bands 1 and 2 and more than 30% of students in Bands 5 and 6 for spelling in Year 3.**

**Less than 25% of students in Bands 3 and 4 and more than 15% of students in Bands 7 and 8 for spelling in Year 5.**

Strategies to achieve this target include:
- Implementation of an explicit teaching initiative based on the twenty-six skills for development identified in the 2009 and 2008 SmartData.

Our success will be measured by:
- A reduction in the number of items in the NAPLAN for which difference from state average is greater than 10%.

2009 Data: Year 5 < 15 and Year 3 < 2
2008 Data Year 5 < 20 and Year 3 < 10

**Target 2**

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

**Less than 10% of students in Bands 1 and 2 and more than 30% of students in Bands 5 and 6 for writing in Year 3.**

**Less than 25% of students in Bands 3 and 4 and more than 15% of students in Bands 7 and 8 for writing in Year 5.**

Strategies to achieve this target include:
- Implementation of the PM Writing initiative.

Our success will be measured by:
- A reduction in the number of items in the NAPLAN for which difference from state average is greater than 10%.

2009 Data: Year 5 < 18
2008 Data Year 5 < 7 and Year 3 < 10

**Target 3**

Improved student reading benchmark levels.

**80% of Kindergarten student 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 PM reading benchmark level of 30**

Strategies to achieve this target include:
- Students K-3 are benchmarked by classroom teachers by Week 4 of Term 2 and Week 6 of Term 4.
- Identified Year 1 students participate in the formal Reading Recovery program and all students participate in classroom based Reading Recovery strategies.
- Identified students receive STL assistance.

Our success will be measured by:
- Student PM reading benchmark data indicates growth each semester.
Target 4
Increased percentage of students in the NAPLAN proficient bands for numeracy.

Less than 10% of students in Bands 1 and 2 and more than 40% of students in Bands 5 and 6 for numeracy in Year 3.

Less than 15% of students in Bands 3 and 4 and more than 25% of students in Bands 7 and 8 for spelling in Year 5.

Strategies to achieve this target include:

- Implementation of explicit teaching initiative based on the fourteen skills for development identified in the 2009 and 2008 SmartData.

Our success will be measured by:

- A reduction in the number of items in the NAPLAN for which difference from state average is greater than 10%.

2009 Data: Year 5 < 17
2008 Data Year 5 < 11 and Year 3 < 10

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.

Mr. James Deagan – Principal 2010
Mr. David King – Relieving Principal 2009
Mrs. Joy Richardson – Classroom Teacher
Mrs. Michelle McAlister – P&C President

School contact information
Mullaway Primary School
15 Whitton Place MULLAWAY 2456
Ph: 6654 0377
Fax: 6654 2751
Email: mullaway-p.school@det.nsw.edu.au
Web: www.mullaway-p.schools.nsw.edu.au
School Code: 4606

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: