Our school at a glance

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

Messages

Principal’s message

Welcome to another successful year at Mullaway Primary School.

In 2012 we introduced a number of new programs. One of our highlights was the Kids in the Kitchen initiative in which all our students cooked various healthy meals in our newly installed kitchen. Many of the ingredients were grown in our recently established vegetable garden beds. It was a true garden to plate concept that proved to be popular within our school community. Dance was another priority in 2012 and the highlights included a week long involvement in the Footsteps’ dance program and our participation in the North Coast Dance Festival. The Footsteps initiative was well received by our school community and we have scheduled the initiative’s return in 2014. Our Stage 3 dance troupe was a standout performance at the North Coast Dance Festival; indicative of our healthy lifestyle and depth of talent.

Over the last few years Mullaway has had a number of successful and popular programs that we continued to support in 2012. Our local indigenous Gumbaynggirr language program was expanded this year providing all our indigenous students the opportunity to participate in the program as well as our Year 2 students. In our second year of participating in the Premiers’ Spelling Bee, one of our students, Jamila Grace, won the Regional finals and was placed 11th in the State finals, a fabulous result! It was also the second year of our school choir, an initiative that is developing well and becoming the keystone of our creative arts curriculum.

It has been a pleasure to work with our student leaders in 2012. Our leadership team; Sam Gustafson, Paris Woodgate, Sam Browne and Rhianna Birch have been an exemplary team and outstanding ambassadors at both an individual and team leadership level.

Our team of passionate and dedicated teachers was replenished with three new staff members this year. Miss. Hills and Miss. Eichmann were merit selected for a temporary engagement in 2012 and they have surpassed the expectations of the selection panel. The enthusiasm and capacity that they have brought to our school has been valued and we look forward to extending their temporary engagement in 2013. Mrs. Conallin was transferred to our school under the Every Student, Every School restructure and has successfully transitioned into the new role as a Learning and Support Teacher. Mr. Hayward has injected new energy into the role of Assistant Principal – Student Welfare and along with Mr. King; it has been a pleasure to work with such a highly experienced and committed executive team.

Our support staff, led by Mrs. Leanne Bartlett, continues to set the wonderful tone that our school enjoys. They successfully balance their dual role as the backbone and face of Mullaway Primary School.

It has been both a privilege and pleasure to work with such a highly effectual P&C executive, led by Mrs. Davina Wallace. Their commitment and passion for our school is admirable. They ensure our vision for Mullaway Primary School becomes a reality.

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
Principal
P & C message

Mullaway Primary School P&C has had another successful year of fundraising!

Our usual fundraising initiatives included discos and movie nights. We held a popular Fathers’ Day breakfast for the second consecutive year and had delicious brownies for Mothers’ Day. As we had local government elections in 2012, we held a profitable cake stall and a monster raffle at the school during polling day.

Our annual “athon” took on a slightly different form this year, following with the Olympic theme; it was an “Olympic-athon” A great day was had by all of the children.

Our main fundraising focus this year is playground equipment, which is scheduled for installation in Term 1 2013.

We have some new fresh fundraising ideas for 2013 so stay tuned!

We have continued to financially support students representing the school at State level for sporting achievements and music.

The canteen is going strongly and we have recruited some new volunteers, so thank you to this committed group.

On behalf of the P&C I would like to take this opportunity to thank the teachers and all support staff for their continued dedication and support to the students and families of Mullaway primary.

Mrs. Wallace

P&C President

Student representative’s message

2012 has been a very successful and enjoyable year for Mullaway PS. The school has achieved many great things this year such as the introduction of our new school code of conduct; the Five Bees.

The P&C and the SRC have organised and ran many fun new events and fundraisers this year, such as the Hot Cross Bun day and the Teachers v Year 6 Gangnam Style dance off.

The school’s friendly atmosphere has only intensified this year with all the students and teachers being, in my opinion, the kindest from any school in the district. This caring approach from all the teachers and students welcomes many new families to our school.

Some of our responsibilities as captains include changing the school notice sign, running assemblies, making speeches, laying the wreath at ANZAC Day, attending SRC meetings and more. We are also role models in the school and often mentor the younger students and help with Kindergarten.

Mullaway School has had great success in sport this year with many individual and team representations across the board. Some of these areas include Swimming, Cross Country, Athletics, Soccer, Touch Football, Netball, Rugby League and Tennis. All up, Mullaway is very successful and has many great athletes.

Many students have performed with great skill in the area of academics with great results, such as great performances in the Premiers Spelling Bee and the Newcastle Permanent Mathematics competition.

The school has also recently upgraded certain areas of the playground. Some of these new features are the paving around the bottom oval sports shed, refurbishments of the garden areas and brand new solar panels on the library roof. I believe that these solar panels are a great addition to the school meaning it can become a energy efficient school.

I believe this year the staff and students have worked very hard and the school has reaped the benefits through that effort.

Sam Gustafson

School Captain 2012
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
Our average enrolments for 2012 were 167. Our target was 164.

Student attendance profile
In 2012 our attendance rate was 91.9%, lower than our 2011 rate of 93.0%. Our target was 95%.

1. A higher than average rate of illness throughout the year,
2. A number of new enrolments had higher than average absences, and;
3. Previously identified students with a history of high absenteeism continued or increased their rate of absences.

Management of non-attendance
In 2013 we will be introducing a number of strategies to improve our 2012 attendance rate.

Parents, of the students who have an attendance rate of less than 90% at the end of Semester 1, will be notified by letter.

If the student’s attendance has not improved by the end of Term 3, parent contact will be made by the principal.

Notification will be sent through to the HSLO at the end of Semester 1 for students of serious concern i.e. with an attendance rate of less than 80%.

An incentive program to encourage attendance at school will be implemented (see School priority 3 for details).

In 2012, student absences were added to our student reports.
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>Assistant Principals</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>Learning and Support Teacher</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Release Face to Face</td>
<td>0.294</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.022</td>
</tr>
<tr>
<td>Total</td>
<td>12.316</td>
</tr>
</tbody>
</table>

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

There are no indigenous teachers at Mullaway Primary School. There are two indigenous School Learning Support Officers at Mullaway Primary School.

Staff retention

In 2012 we welcomed three new teachers; Miss. Eichmann as the K/1 teacher, Miss. Hills as the Year 4 teacher and Mrs. Conallin as the Learning and Support Teacher.

Mr. Acason was on extended Long Service Leave and Mr. Hayward was the relieving Assistant Principal.

Mr. Nash was transferred to Tyalla Public School during the restructure of Student Services under the Every Student, Every School (ESES) initiative.

Teacher qualifications

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

The following is the percentage of teachers at Mullaway with a degree and postgraduate degree:

<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.

Date of financial summary 30/11/2012

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>99560.51</td>
</tr>
<tr>
<td>Global funds</td>
<td>148077.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>69999.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>55799.95</td>
</tr>
<tr>
<td>Interest</td>
<td>5606.06</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7476.91</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$386521.01</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>32441.90</td>
</tr>
<tr>
<td>Excursions</td>
<td>24352.02</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>19383.11</td>
</tr>
<tr>
<td>Library</td>
<td>1957.67</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>937.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>66473.71</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>26592.06</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21536.17</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>27426.50</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12567.24</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6013.02</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$239681.27</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>$146839.74</td>
</tr>
</tbody>
</table>

An audit of the school was held in November and we were found to be satisfactory in all areas.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts
At the beginning of the year all Mullaway students actively participated in the Footsteps dance program. The students learnt dance steps to quite a few songs and were able to try out their moves at the disco on completion of the program. The students all commented on how much fun it was and were keen to participate again in 2014.

The students of Year 5 worked together to plan, film and collate a short film that was entered into the Great Schools Show Off competition. They helped to film footage and record sounds and songs to the finished product. This short film can be viewed on our school website.

Under the guidance of Miss. Eichmann, a keen group of Stage 3 students choreographed and rehearsed a dance routine to enter in the North Coast Regional Dance Festival earlier in the year. This routine was also performed at the Education Week Celebrations at Centro Toormina. Our Junior and Senior choirs also performed during Education Week and sounded lovely.

Many children entered different art competitions during the year. One student, Dayne Watson Sinclair, was awarded a Highly Commended with his entry into the New England Region Art Gallery competition.

Under the direction of Mrs. Nicola Fraser, our talented music teacher, we had a small group of children perform at the Opera House as a part of the recorder ensemble again this year. It is such a great experience for the children and they were great ambassadors for our school.

Being an even year, our students participated in the Theatrical Minds drama program. The 2012 theme was Bullying and the students worked cooperatively in their groups to write a script, rehearse, make props and perform their play in front of an audience.

Mrs. Gray
Sport

It is very pleasing to report on another successful year in sport at Mullaway Primary School. Participation in the Swimming Carnival was so high that we had very few swimming in the single lap events. The Winning House at this event was Cargal. Our school team went to District winning the Handicap Trophy, again.

In the other carnivals throughout the year, Alinta won the Athletics and Cross Country. We combined our Mullaball Cup and Tug-O-War into one highly successful day to end Term 3. Bindarri House won both of these events this year.

In team events we had mixed results. In the Northern Beaches Soccer the boys placed 2nd and the girls 3rd.

In PSSA Knockout competitions the results were as follows:

**Rugby League**
- 2nd round.

**Netball**
- 1st round.

**Touch Football**
- Boys 1st round
- Girls- 4th round

**Football**
- Boys 2nd round
- Girls 4th round

We had a lot of children go to trials for various sports and get selected to play in district or zone teams as follows:

- Touch football
  - Abby Nudd, Paris Woodgate and Andrew Collins

- Netball
  - Abby Nudd

- Football
  - Tanisha Wallace, Delilah Thorncraft, Sam Gustafson and Sam Browne

Sam Burke has been our most successful athlete individually getting to State Carnivals for both Swimming and Athletics.

For a small school we were very successful in our overall participation rates and achievements.

Mrs. Ratcliffe
Mullaway Environmental Group (MEG)

At the beginning of 2012, Mullaway Primary School was fortunate to receive a grant from the Coffs Harbour City Council to assist with purchasing four large and two small vegetable gardens. With these funds we were able to purchase the garden beds, the aggregate, soil and plants to get us started.

The students and teachers worked hard to fill them up and to plant and nurture the gardens. They are now enjoying fresh produce in the canteen and the Kids in the Kitchen program. Some produce is eaten straight off the vine or plant as we all know fresh is best, yum!

We would like to acknowledge the Coffs Harbour City Council for helping us purchase these great vegetable gardens.

Student Representative Council (SRC)

Thank you to all our Student Council Representatives for 2012. I was very lucky to have worked closely with a great bunch of mature and sensible students, who were always willing and enthusiastic to try new things, and make great suggestions.

We held some successful fundraisers in order to help support our Sponsor Child, and the charity Save the Children.

Pyjama Day was received well by students and we were able to raise over $130.00. Probably 99% of our students took advantage of this comfortable Pyjama Day, as did the staff. Hot cross buns were also a huge success, raising over $100, as was the Easter Scavenger Hunt. The SRC are now in the process of completing the 2012 School Magazine and are looking forward to selling friendship bracelets and Christmas gifts in the near future.

Miss. Eichmann
Premier’s Spelling Bee

This year was Mullaway Primary School’s 2nd year in the competition. Involvement in the competition was excellent among the Stages involved. Our respective champions from Year 3 to Year 6 were; Chelsea Watson-Sinclair, Jesse Anderson, Rebecca Hopkins and Jamila Grace.

Jamila Grace won the Regional event held at Sawtell Public School which led her to compete at the State level in Sydney. Jamila had her flights, accommodation and breakfast paid for her and a parent for the event.

Jamila came 11th out of 42 students in the senior section. The word that she was eliminated for was *abstemious* which means: moderate in the use of food and drink.

All students involved in the event were spelling their words in front of the NSW Premier, Mr. Barry O’Farrell, as well as various media groups.

Miss. Hills

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)

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

Reading – NAPLAN Year 3

The school average score for Year 3 Reading was 422.6. The State DEC average score was 419.6.
The school average score for Year 3 Numeracy was 398.3. The State DEC average score was 400.2.

The school average score for Year 5 Numeracy was 458.5. The State DEC average score was 493.6.

The school average score for Year 5 Reading was 471.8. The State DEC average score was 492.4.
Progress in reading

In Kindergarten, the average PM reading Benchmark was 10 and 83% of students were at or above Level 6.

In Year 1, the average PM reading Benchmark was 21.3 and 75% of students were at or above Level 18.

In Year 2, the average PM reading Benchmark was 22.5 and 42% of students were at or above Level 24.

87.5% of Year 3 students are achieving at or above the National minimum standard for Reading.

88.9% of Year 5 students are achieving at or above the National minimum standard for Reading.

Progress in numeracy

92.9% of Year 3 students are achieving at or above the National minimum standard for Numeracy.

100% of Year 5 students are achieving at or above the National minimum standard for Numeracy.

Progress in spelling

The average progress in spelling between Year 3 and Year 5 was 115.7, the highest in the Coffs Harbour School Education Group. The State DEC average was 95.4.

Progress in grammar and punctuation

The average progress in grammar and punctuation between Year 3 and Year 5 was 110.2, the highest in the Coffs Harbour School Education Group. The State DEC average was 81.3.
**Significant programs and initiatives**

### Aboriginal education

In 2012, Mullaway had 23 Aboriginal and Torres Strait Islanders enrolled which is 14% of our total student enrolment. Tanisha Wallace was elected as the Indigenous Student Representative Councillor.

Funds from our Northern Beaches Community of Schools Aboriginal Languages grant were directed towards employing an Aboriginal tutor and local Gumbaynggirr Elder; Aunty Ange Brown, to deliver the Gumbaynggirr language curriculum developed by Muurrbay.

At Mullaway Primary School the tutor delivered the program in Semester 2 on a weekly basis to three cohorts, each for 40 minutes, as outlined below;

1. Year 2 students (indigenous and non-indigenous),
2. Aboriginal and Torres Strait Islander students from Kindergarten to Year 2, and;
3. Aboriginal and Torres Strait Islander students from Years 3 to Year 6.

Aunty Ange Brown was engaged as an Aboriginal Learning Support Officer when she was not teaching Gumbaynggirr.

All Aboriginal and Torres Strait Islander students participated in an excursion to the Arrawarra Fish Traps which was coordinated by the National Parks and Wildlife Service and delivered by local Gumbaynggirr guide; Mark Flanders.

Three of our Year 5 Aboriginal and Torres Strait Islander students participated in the *Elders Lead, Youth Succeed* initiative at Jagun.

The whole school participated in NAIDOC Week celebrations which included indigenous bush tucker tastings and a kangaroo and damper BBQ.

### Multicultural education

In 2012, students Years 3-6 participated in the Multicultural Perspectives Public Speaking competition.

**Progress on 2012 targets**

### Target 1

*Increase the number of students in the NAPLAN bands in Years 3, 5 and 7.*

This target was achieved in 14 of the 20 indicators.

Our achievements include:

1. 56.3% of Year 3 students in Bands 5 and 6 for Reading. Our target was 32% and State average was 50.2%
2. 16.7% of Year 5 students in Bands 7 and 8 for Reading. Our target was 31% and State average was 35.1%
3. 30.4% of Year 7 students in Bands 8 and 9 for Reading. Our target was 26% and State average was 33.6%
4. 50.1% of Year 3 students in Bands 5 and 6 for Spelling. Our target was 26% and State average was 50.3%
5. 22% of Year 5 students in Bands 7 and 8 for Spelling. Our target was 19% and State average was 41%
6. 21.7% of Year 7 students in Bands 8 and 9 for Spelling. Our target was 18% and State average was 37.1%
7. 43.8% of Year 3 students in Bands 5 and 6 for Grammar and Punctuation. Our target was 30% and State average was 55.7%
8. 11.1% of Year 5 students in Bands 7 and 8 for Grammar and Punctuation. Our target was 26% and State average was 35.2%
9. 17.3% of Year 7 students in Bands 8 and 9 for Grammar and Punctuation. Our target was 21% and State average was 33.7%
10. 35.7% of Year 3 students in Bands 5 and 6 for Numeracy. Our target was 30% and the State average was 38.9%.

11. 6.3% of Year 5 students in Bands 7 and 8 for Numeracy. Our target was 27% and State average was 31.2%.

12. 30.4% of Year 7 students in Bands 8 and 9 for Numeracy. Our target was 25% and State average was 29.5%.

13. 35.7% of Year 5 students had a greater than or equal to expected growth in Reading. Our target was 50%. Our average scaled score growth was 62.7 whilst the State average was 77.8.

14. 50% of Year 5 students had a greater than or equal to expected growth in Spelling. Our target was 50%. Our average scaled score growth was 109.4 whilst the State average was 94.3.

15. 85.7% of Year 5 students had a greater than or equal to expected growth in Grammar and Punctuation. Our target was 50%. Our average scaled score growth was 117.3 whilst the State average was 79.2.

16. 33.3% of Year 5 students had a greater than or equal to expected growth in Numeracy. Our target was 50%. Our average scaled score growth was 84.9 whilst the State average was 96.6.

17. 65% of Year 7 students had a greater than or equal to expected growth in Reading. Our target was 50%. Our average scaled score growth was 62.9 whilst the State average was 49.5.

18. 65% of Year 7 students had a greater than or equal to expected growth in Spelling. Our target was 50%. Our average scaled score growth was 66.4 whilst the State average was 53.4.

19. 55% of Year 7 students had a greater than or equal to expected growth in Grammar and Punctuation. Our target was 50%. Our average scaled score growth was 61.2 whilst the State average was 39.5.

20. 65% of Year 7 students had a greater than or equal to expected growth in Numeracy. Our target was 50%. Our average scaled score growth was 47.2 whilst the State average was 45.6.
Target 2
Promote exemplar practices in preventing bullying

Our target of >1% reduction in students experiencing bullying or racism was achieved in all 8 indicators.

Our annual on-line student survey on bullying and racism received 38 responses.

Our achievements include:

<table>
<thead>
<tr>
<th>Physical Bullying</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>None or Rarely</td>
<td>81.6%</td>
<td>77%</td>
</tr>
<tr>
<td>Frequently</td>
<td>5.3%</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal Bullying</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>None or Rarely</td>
<td>71.1%</td>
<td>60%</td>
</tr>
<tr>
<td>Frequently</td>
<td>10.5%</td>
<td>14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indirect Bullying</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>None or Rarely</td>
<td>86.9%</td>
<td>78%</td>
</tr>
<tr>
<td>Frequently</td>
<td>5.3%</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cyber Bullying</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>None or Rarely</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Frequently</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Students were also asked to respond to the following statements, which all shown positive improvements:

<table>
<thead>
<tr>
<th>I feel safe at Mullaway.</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>Negative</td>
<td>0%</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People are friendly to me.</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>94.7%</td>
<td>88%</td>
</tr>
<tr>
<td>Negative</td>
<td>5.3%</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can get help from teachers.</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>97.4%</td>
<td>89%</td>
</tr>
<tr>
<td>Negative</td>
<td>2.6%</td>
<td>11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>There is very little bullying or racism.</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>73.7%</td>
<td>67%</td>
</tr>
<tr>
<td>Negative</td>
<td>26.3%</td>
<td>33%</td>
</tr>
</tbody>
</table>

In the 2012 survey, students were asked to respond to two new statements:

1. The 2012 Peer Support program helped students deal with bullying and racism.
2. The 5 Bees helps towards preventing and dealing with bullying.

For both responses, 84.2% responded positively and 15.8% responded negatively.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the K-6 Peer Support Program and the School Code of Conduct.

Background

As a part of the ongoing evaluation of Student Welfare, two areas in particular were targeted by staff.

As we had two new staff members starting at this school we saw this as an opportune time to initiate this evaluation with the potential to gain some new ideas.

K-6 Peer Support Program

Findings and conclusions

Over several staff meetings, staff were comprehensively canvassed in the following way.

Firstly, the staff were placed into five small, across stages, working groups.

Secondly, they were introduced to the following five “steering” questions...

1. What are the positive aspects of the Peer Support Program?
2. What do you consider as a minus of the Peer Support Program?
3. What organisational aspects of the Peer Support Program need to stay the same?
4. What sorts of Peer Support activities have students experienced?
5. What new student learning activities would you like to see introduced? How?

Thirdly, the groups rotated around these five questions with staff being given the opportunity to discuss, brainstorm and record their ideas, opinions and miscellaneous comments on large sheets of paper.

Fourthly, from collating and displaying the five broadsheets and after much discussion the following additions were implemented.

Future directions

The implementation of a Resilience strand, which is teacher directed, before the Physical Education strand of the Peer Support program. A set of cards titled Developing Resilience with Circle Time has been purchased to assist this.

The implementation of a Values strand, which is teacher directed, before the Personal Development strand. A set of Feelings and Emotion Discussion and Enquiry Cards has been purchased to assist this.

The implementation of an Icebreaker strand, which is teacher directed, before the Creative Arts strand. This enhanced student social interactions between the group members. The internet is an effective source for these icebreaker games.
School Code of Conduct

Findings and conclusions

After staff consultation it was found the latest existing School Code of Conduct was effective more so for Years 2-6.

It needed to be adapted for Years K-1. Readability became an issue for this cohort.

Staff were given the opportunity, over several staff meetings, to suggest how to simplify the wording of the five stated Rights and Responsibilities statements.

Consensus resulted in these five shorter versions:

1. Be my best
2. Be a good listener
3. Be respectful
4. Be fair
5. Be happy and safe

It was also suggested to have five matching icons for the non-readers.

To promote these additions Bee-Day was planned. An appropriate time too as it was early spring!

Initially to foster curiosity Bee-Day was launched via morning assemblies, a yellow flyer and the school newsletter article requesting students and staff come dressed up as bees, or at least wear yellow, on Wednesday October 24th. It was mentioned too that some lucky bees would become celebrities by having their photo in the school newsletter and on beautiful posters that would be displayed in all the classrooms.

Mr. Chin designed the five bee icons and a puzzle to reinforce these icons.

Mrs. Gray looked after the photography for this event.

Mrs. Ratcliffe designed and organized her Year 3 class in the construction of the giant flowers with white, blank centres.

On Bee-Day it was a sea of yellow! A morning assembly was held in the hall with five pedestals out the front.

Five students were selected to be sculpted into the bee icons on the pedestals. Mr. Chin was suitably attired as a sculptor and his assistant, Mrs. Ratcliffe, as Miss Bumble, entertained the students with this task.

Students were issued and attempted to solve the quiz.

The giant flowers were proudly held by the year three students at the pedestals bases and the bee models got back into their sculpted poses.

The flowers blank centres were replaced with the short versions of the schools Rights and Responsibilities, making sure to match the icons and students checked their quiz responses.

Future directions

A very successful day with staff demonstrating their team ethos!

The local newspaper, The Advertiser, came out on the Bee-Day and reported on this event. An article, including photos, appeared in our school newsletter.

Posters, with photos, have been displayed in all the classrooms. These posters are referred to by staff in incidental situations and planned curriculum learning experiences.

In the future students will be producing, directing and performing role plays, in class and on assembly, to promote recall and understanding of this school’s Code of Conduct.

Mr. Hayward
Parent, student, and teacher satisfaction

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

In light of the fact that no official complaints were received by the principal or at a higher level, it can be assumed that the school community was very satisfied in 2012.

In search of a constructive element to add to this section, quotes were sought from famous, if long deceased, persons.

Noel Coward had a healthy perspective to criticism when he was quoted as saying “I love criticism just so long as it's unqualified praise”.

William Shakespeare also had an interesting viewpoint on the exploration for feedback with his tongue-in-cheek quote: “I will praise any man that will praise me”.

Marcus Aurelius, a former Roman Emperor, probably encapsulates the pointlessness of satisfaction surveys by stating the following: “anything in any way beautiful derives its beauty from itself and asks nothing beyond itself. Praise is no part of it, for nothing is made worse or better by praise”.

Professional learning

The total expenditure on Professional Learning in 2012 was $11,459.02. The breakdown of this expenditure was as follows:

Quality Teaching $5,247.86
Miss. Eichmann, Miss. Hills, Mrs. Gray and Mrs. Gentle attended the North Coast Quality Teaching Conference.

Career Development $3,356.48
Mr. Deagan attended the State Primary Principals’ conference in Sydney, the North Coast Principals’ conference in Coffs Harbour.

Mr. Hayward and Mr. King participated in a Northern Beaches Community of Schools Assistant Principals’ network day.

Welfare $1,329.47
Miss. Eichmann attended an Autism workshop and a teacher was employed to support our Kindy 2013 transition initiative

Syllabus Implementation $451.29
Mrs. Gray attended a Creative Arts workshop

Use of ICT $301.29
Miss Hills participated in interactive whiteboard training at Corindi Public School.

School Priorities $772.63
This was for a variety of small initiatives.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increase the number of students in the NAPLAN bands in Years 3, 5 and 7.

2013 Targets to achieve this outcome include:

- >32% of Year 3 students in Bands 5 and 6 for Reading
- >31% of Year 5 students in Bands 7 and 8 for Reading
- >26% of Year 7 students in Bands 8 and 9 for Reading
- >26% of Year 3 students in Bands 5 and 6 for Spelling
- >19% of Year 5 students in Bands 7 and 8 for Spelling
- >18% of Year 7 students in Bands 8 and 9 for Spelling
- >30% of Year 3 students in Bands 5 and 6 for Grammar and Punctuation
- >26% of Year 5 students in Bands 7 and 8 for Grammar and Punctuation
- >21% of Year 7 students in Bands 8 and 9 for Grammar and Punctuation
- >30% of Year 3 students in Bands 5 and 6 for Numeracy
- >27% of Year 5 students in Bands 7 and 8 for Numeracy
- >25% of Year 7 students in Bands 8 and 9 for Numeracy
- >50% of Year 5 and Year 7 students have greater or equal to expected growth in all areas of literacy and numeracy
- >6 average Reading recovery Benchmark Level for Kindergarten
- >18 average Reading Recovery Benchmark Level for Year 1
- >24 average Reading Recovery Benchmark Level for Year 2

New strategies in 2013 to achieve these targets include:

- Nominated teachers will actively participate in online Count Me In Too professional learning,
- Access for high achieving students in numeracy to access across stage numeracy groups,
- Implementation of a Computer Skills Assessment task in Term 1 and Term 4 for all students K-6, and;
- Implementation of a Drop Everything And Read (DEAR) program which includes peer mentoring.
School priority 2
Outcome for 2012–2014
Successful implementation of the new Board of Studies syllabus.
2013 Targets to achieve this outcome include:
• 100% of staff are confident to implement the new BoS syllabus requirements by the end of 2013.

Strategies to achieve these targets include:
• Development of a Northern Beaches Community of Schools Assistant Principal network to implement a consistent professional learning framework across the schools, and;
• Allocation of professional learning time committed to weekly staff meetings as necessary.

School priority 3
Outcome for 2012–2014
Increase student attendance rate
2013 Targets to achieve this outcome include:
• >95% student attendance rate.

Strategies to achieve these targets include:
• Notification in writing to parents of the students who have an attendance rate of less than 90% at the end of Term 1, in the first week of Term 2,
• Contact by principal if the student’s attendance has not improved by the end of Semester 1, in the first week of Term 3,
• Notification will be sent through to the HSLO in the first week of Term 3 for students of serious concern i.e. with an attendance rate of less than 80%, and;
• Implementation of an incentive program to encourage attendance at school. The initiative will involve a bronze, silver and gold award accumulated each term for students who achieve above 95% attendance.
School priority 4
Outcome for 2012–2014
Promote exemplar practices in preventing bullying
2013 Targets to achieve this outcome include:
• >1% reduction in students experiencing bullying or racism.

Strategies to achieve these targets include:
• Continue Peer Support Program,
• Continue with the Five Bees initiative,
• Continue with Sentral software to improve recording and reporting of minor bullying and/or racist incidents, and;
• Continue with annual online student survey on bullying and racism.

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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Mrs. Davina Wallace – P&C President
Mrs. Kathy Gray – Classroom Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: