



Mulbring Public School

Annual Report



2016



2658

Introduction

The Annual Report for **2016** is provided to the community of **Mulbring Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

We promote excellence and equity by ensuring all students become successful learners, confident and creative individuals, and active, informed, responsible citizens. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive environment.

Our vision is underpinned by our motto “Do Your Best”, our School Mission Statement, “Be Safe, Be Responsible, Be Respectful and Always Try Your Best” and the five keys of our “You Can Do It” Program, “Confidence, Persistence, Organisation, Getting Along and Resilience”. These principles underpin the interactions and expectations of our students, staff and community, as we learn together.

School context

Mulbring PS is a small, rural school, situated near both Kurri Kurri and Cessnock.

In 2016 we had a total enrolment of 44 students, in three stage-based classes.

We have a dedicated, enthusiastic school staff, and an active P and C Association. We also have a number of community volunteers, regularly participating in programs, to support student learning.

MPS has achieved steady and sustained academic growth, as demonstrated in NAPLAN results. Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

Our school is committed to providing rich programs to develop skills in critical thinking, problem-solving, communication, collaboration, acceptance of self and others, and technology to enable all students to reach their full potential, educationally, socially and emotionally.

Our partnership with the Kurri Kurri Learning Community of Schools provides professional learning opportunities leading to enhanced teaching/learning practice and better structures for enhancing student engagement and well-being.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

At Mulbring PS, we believe there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for learning. There are well-developed and current policies and programs and processes identify, address and monitor student learning needs. Individual learning is supported through the effective use of school, system and community expertise and resources through contextual decision making and planning. The school provides a range of extra-curricular offerings for student development and actively collects and uses information to support students' successful transitions, as they progress through the stages of education. Assessment data is utilised to monitor achievements and gaps in student learning and to inform planning for particular student groups and individual students. Student reports contain detailed information about individual student achievement and areas for growth, which provide the basis for discussion with parents. Mulbring Public School achieves good value added results and students are showing higher than expected growth on internal school performance measures.

Teachers provide explicit, specific and timely formative feedback to students on how to improve and clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness. Staff work together to improve teaching and learning across the school and processes are in place for formal mentoring to support improve teaching and leadership practice. There is a

particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

In the area of leadership, Mulbring PS solicits and addresses feedback on school performance and parents and community members have the opportunity to engage in a wide range of school activities. Leadership development is recognised as being central to school capacity building and staff have purposeful leadership roles based on their professional expertise. The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes and monitoring, evaluation and review processes are embedded and undertaken routinely. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to all staff and students. There are opportunities for students and the community to provide constructive feedback on school practices and procedures and practices and processes are responsive to community feedback.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

High Quality Educational Practices

Purpose

Develop consistent, high quality educational practices and student achievement, driven by school and assessment evidence, in line with the Australian Curriculum, to support all students to become competent learners, highly engaged in schooling, and technologically competent.

Overall summary of progress

Our school focus on development of staff understanding and use of quality pedagogy has enabled us to achieve significant progress in this strategic direction through a focussed and consistent approach to teaching and learning. Staff have participated in Quality Teaching Rounds, incorporating observation, coding of lessons, professional dialogue and feedback. We were very fortunate to be able to work with both the Kurri Kurri Learning Community of Schools, and the Community of Practice— Singleton School's Teaching rounds, broadening and strengthening our collegial relationships across our region. Staff also collaborated to revise and develop a scope and sequence of Information Communication and Technology Skills for K–6, thus ensuring explicit and planned teaching of these skills across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All students tracked using Literacy and Numeracy continuums with 90% showing expected growth per semester relevant to expected time frames (eg cluster movement quicker in ES1 than S3)	In 2016, all students were tracked using the DET Literacy and Numeracy Continuums. At the end of 2016, 93.1% of all students, K–6 achieved at or expected growth per semester in Literacy and 90.9% of all students, K–6 achieved at or expected growth per semester.	\$2420 for purchase of Literacy Continuum Tracker, \$1500 for casual release days for staff participation in Quality Teaching Rounds. N.B. RAM Funding was integrated and infused throughout the entirety of the school plan. For further elaboration, refer to "Key Initiatives" section of this document.
<ul style="list-style-type: none">All students achieving at or above state averages in Reading, Writing and Spelling, in NAPLAN, by 2017.	In 2016, 40% of students in Years 3 and 5 achieved at or above state averages in Reading, Writing and Spelling.	
<ul style="list-style-type: none">Tell Them From Me Survey indicates increased student engagement in schooling.	Our 2016 Student Tell Them From Me Surveys assessed five school factors that are consistently related to school engagement; Quality Instruction, Teacher-student relations, Learning climate and Expectations for success. All scores are rated out of ten. The following ratings were given by students at Mulbring Public School; <ul style="list-style-type: none">Quality Instruction—8.5Teacher-student Relations—8.5Learning Climate—7.7Expectations for Success—8.5 These are all at or above NSW Government Norms as drivers of student outcomes.	

Next Steps

- Professional learning around Quality Pedagogy through support from Dr. Ann Morrice, and staff participation in the 2017, Kurri Kurri Learning Community Quality Teaching Rounds and in-school Quality Teaching Rounds.
- A focus on Numeracy in our in-school Quality Teaching Rounds.
- Development of a weekly K–6 Maths Group, focussing on games and practical activities.



Strategic Direction 2

High Quality Relationships

Purpose

To develop positive culture in the expectation that all students are safe and respectful learners in an environment where success is valued and strong social conscience is fostered. To encourage positive, trusting relationships that support an inclusive school community.

Overall summary of progress

Student leaders have become more active in decision-making. Student-voice has been encouraged through the Leader's Breakfast Initiative, whereby leaders plan, discuss and organise events for other students and fundraising. Staff have been trained in Positive Behaviour for Learning and a review of the school's values and vision was undertaken, resulting in a "Window of Certainty", which clearly outlines our shared expectations for school culture. Students and staff have been involved in the planning and organisation of a number of wider community events such as the Inaugural Mulbring Community Fair and attendance at the opening of the newly refurbished Mulbring Tennis Courts. New Parent-Teacher Interviews were also implemented with strong attendance levels compared to previous years. Student, Staff and Parent Surveys were conducted through "Tell Them From Me" and Performance Feed-Forward Interview techniques were implemented as part of our Performance and Development Framework, providing effective, focussed, two-way, reciprocal exchange between staff, around school culture, leadership, teaching and learning practices and future planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Improved parent participation in our School-home partnerships by 20% increase in parents attending P and C meetings and supporting the P and C, and community events/fundraisers.	<p>There is a 12.5% increase in attendance rates of parents/carers attending P and C meetings, from 2014 to 2016.</p> <p>School community events are well-attended. Weekly assembly attendance by parents/family members has increased steadily to average a 15% increase from 2014–2016 and our Trivia night, Sporting events, Education Week and Presentation Day celebrations, are attended by the majority of school families and members of our wider community.</p>	<p>N.B.</p> <p>Ram Funding was integrated and infused throughout the entirety of the school plan. For further elaboration, refer to "Key Initiatives" section of this document.</p>
<ul style="list-style-type: none">Student Welfare incidents involving teasing and bullying will decrease by 10% by 2017.	<p>School welfare data demonstrates a clear decline in incidences of bullying and teasing. A decrease of 10% is evident from 2014 to 2016.</p>	
<ul style="list-style-type: none">Parent, staff and student surveys indicate a positive school culture of inclusion and respect.	<p>Our Tell them From Me Parent Survey results from 2016 demonstrate that parents feel welcome with an overall score of 8.6 out of 10.</p> <p>Particular strengths which were highlighted;</p> <ul style="list-style-type: none">parents felt that they could easily speak with the school principal, with a score of 9 out of 10.parents felt that they were well-informed about school activities, with a score of 8.8 out of 10.written information from the school is clear and in plain language, with a score of 8.8 out of 10.the school's administrative staff are helpful when parents have a question or problem, with a score of 9.0 out of 10. <p>Student surveys indicate;</p> <ul style="list-style-type: none">advocacy at our school, they feel they have someone at school who consistently provides encouragement and can be turned to for advice,	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Parent, staff and student surveys indicate a positive school culture of inclusion and respect. 	<p>with an overall score given of 8.2 out of 10.</p> <ul style="list-style-type: none"> a positive climate for learning with clear rules and expectations for behaviour, with a score of 7.7 out of 10, compared to NSW Government norms of 7.2. <p>Staff surveys also indicate a strong culture of collegiality, teamwork and respect.</p>	

Next Steps

- Partnership with Paxton Public School for PSSA, to increase opportunities for participation in a wider variety of Sporting teams.
- Teacher Professional Learning in; Mindfulness, Positive Behaviour for Learning, You Can Do It.
- Mulbring Public School Values Teaching Program implemented.
- Tell Them From Me Surveys for Staff, Students and Parents implemented to track growth and progress in school and community engagement.
- Deliver professional learning and provide and obtain feedback from parents/carers around student learning.



Strategic Direction 3

Consistent, high standard educational practices across the Kurri Kurri Learning Community of Public Schools

Purpose

To ensure learning for students across the Kurri Kurri Learning community is continuous K–12, and is based on quality educational delivery and consistent, high standards and shared professional practices.

Overall summary of progress

Our evaluation concluded that the embedding of 8 ways in schools throughout 2016 has not been as thorough or meaningful as it needs to be and this has resulted in the formulation of some revised practices for 2017. All staff have completed introductory online modules for Stronger Smarter and all schools in the Kurri Kurri Learning Community have received training in MGoals. The aim for all schools in our learning community to have an Aboriginal student personalised learning plans on the MGoals website by the end of 2016 is 83% complete. Staff from our learning community also regularly attend Aboriginal Education Consultative Group meetings and work in partnership to plan and support initiatives for our Aboriginal students.

Stage 3 teachers from schools across the Kurri Kurri Learning Community have continued to work with Stage 4 teachers from Kurri Kurri High School on Integrated Curriculum Planning. Kurri Kurri Public and Mulbring Public determined that planning did not align with scope and sequences or existing school programs. Instead, Kurri Kurri and Mulbring Public worked consulted with and worked alongside Dr. Ann Morrice for integrated planning. Kurri Kurri Learning Community debating programs continued throughout 2016 with great success. 24 students from across the KKLC participated in a debating workshop held at Kurri Kurri Public School and feedback on the day was positive. The day was set up as a workshop for students but also allowed for staff professional learning as well. Teachers were able to work together to teach all KKLC students debating and public speaking skills. 32 students participated in the debating gala day held at Weston Public School and evaluation concluded that this was viewed as positive and evaluation concluded that this was viewed as a positive collaborative learning opportunity for all.

The Community Team within the Kurri Kurri Learning Community had an extremely successful year through their implementation of various projects. The Team aimed to provide support for parents and students through the promotion of student achievement clearly demonstrated through the popular Ed Fest and NAIDOC week celebrations. The creation and subsequent implementation in 2017, of Positive Behaviour for Learning within the Kurri Kurri Community was a major undertaking of this team. Utilising student leaders students established core values and completed a community survey to establishing indicators for positive behaviours. As a result four key values were established and a mascot was created. The values of; Be Responsible, Act Safely, Show Respect and be an Active Citizen were chosen to support the mascot BASA. Local organisations were chosen to trial the project before wider implementation throughout 2017. This initiative has resulted in a close working partnership between staff and students throughout the Kurri Kurri Learning Community.

Transition programs went well with the KKHS transition coordinator liaising more with the Primary schools for transition programs from Year 6–7. There were many opportunities for students starting Kindergarten in 2017 to participate in a range of programs, supported by the Early Childhood Network team. The "I am going to" t-shirts were very popular and the students wore them proudly on Kindergarten transition days and at the Teddy Bears Picnic. Careers days ran smoothly and all students were involved across all Primary schools. The University of Newcastle was involved during Careers Day and the Aim High Programs. A focus group was established in Term 4 to look at the "Tell Them From Me" surveys to analyse the data to use for the planning of milestones in 2017. One of the areas that was very evident across the LMG was the engagement of boys and their over representation in behaviour data. Learning Circle saw a larger group of teachers come together, however only Pelaw Main and Kurri Kurri Public School were involved, and an aim for 2017 is to gain more involvement from all LMG schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Students regularly attend school, are engaged in their learning, and complete their HSC, or have a successful school pathway.	Our combined average school attendance across all settings is 72.5% with four of our six schools achieving our targeted improvement measure to have average school attendance for Aboriginal students at or above 90%.	Career's Days– funded individually by schools. Aboriginal Education Team funds: \$5512 Tell Them From Me Evaluation– \$2000– for release of staff to participate.
• Accelerate improvements in the educational outcomes of all students, through high expectations.	Integrated Curriculum Planning has enhanced collaborative practices, high expectations and explicit teaching practices and processes. Consultation with Dr. Ann Morrice has supported quality pedagogy in schools and Quality Teaching Rounds have served to ensure explicit, high quality teaching practices, professional learning and collegial practice across our community of schools.	\$5000 for Professional Learning– Dr. Ann Morrice Funding of Release Days for staff to participate in Integrated Unit planning.
• Increased parent/family participation in home–school partnerships.	Parents and students indicated engagement through strong attendance and participation in the popular EdFest celebration. Promotion of student achievement was clearly evident and celebrated. The establishment of a Community Positive Behaviour for Learning initiative also extensively involved local community businesses and services such as the Kurri Kurri Library and students and staff working together.	\$5000 for purchase of merchandise and release days for consultation and implementation of strategies for Community PBL implementation.

Next Steps

In 2017, the Aboriginal Education team will continue to monitor and encourage school attendance for Indigenous students, utilising school-based reward systems as required to improve student attendance rates. Implementation of 8 Ways of Aboriginal learning, with teacher professional learning, and school-based decision making regarding the prioritising of two symbols per term to be reviewed and incorporated into lesson programming, with the aim of embedding 8 Ways pedagogy into teaching programs and practices across the KurriKurri Learning Community. Stronger Smarter Philosophies are to be embedded in teaching and learning practices, and all staff who are trained in Stronger Smarter, will be invited to attend a regular network meeting for sharing of ideas and resources. There will be an ongoing commitment to cultural events across the Kurri Kurri Learning Community, with students from each school within our learning community participating and performing in a Drumbeat group, and a series of Art workshops to create an Aboriginal-themed mural for display in one of our schools. Ongoing support of the Stanford Merthyr Boy's Dance Group performances and participation in Traditional Games, by all students throughout NAIDOC Week. All schools will use MGoals to update, review and create Personalised Learning Plans for Indigenous students throughout 2017. Funding will also be provided to support the Kurri Kurri High School, Junior AECG to promote and encourage Student Voice, in their planning and hosting of a combined Junior AECG networking day.

In 2017 the Community Team is working on strengthening and extending current practices; Community PBL has been launched within the community and has received many positive responses and publicity. The expansion of the KKHS Bring Your Own Device policy is being explored for use across the KKLC. To support this initiative A Digital Technologies workshop has been coordinated with Microsoft Education and staff across the KKLC will be collaborating on these new syllabus requirements. The creation of strong community links will also be facilitated by the organisation of a joint schools Staff Development Day, focusing on Positive Psychology to support all initiatives including Positive Behaviour for Learning.

The Curriculum Team will now be joined with the Aspiration and Achievement Team (renamed the Teaching and

Learning Team) to promote increased input from teachers in each school in the KKLC to foster and accelerate improvements in the education outcomes of all students. A major initiative of this new team will be a focus on Writing, an area being targeted by all of the schools in our learning community. In 2017, we are also going to provide opportunities for teachers across the LMG to participate in consistency of teacher judgement workshops, analysing a range of work samples, to further develop an understanding of assessing work using the continuum and syllabus.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	One day of casual relief was provided for a teacher to consult and prepare ILPs and work with students who were part of the combined Kurri Kurri Learning Community Drumbeat group.	RAM Aboriginal background funding: \$479
Low level adjustment for disability	All funding in this area was allocated to our class structure initiative—the funding of a third teacher for 5hrs per week, resulting in smaller class sizes and more individualised and focussed learning groups.	RAM: Low Level Adjustment for Disability: \$14445
Quality Teaching, Successful Students (QTSS)	Teachers have utilised this funding to develop collaborative work practices and student assessment tasks. All teachers received support with accreditation processes and the new Performance and Development Framework.	QTSS: \$500
Socio-economic background	All funding in this area was allocated to our class structure initiative—the funding of a third teacher for 5hrs per week, resulting in smaller class sizes and more individualised and focussed learning groups.	RAM Funding: Socio—Economic Funding: \$3845

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	26	30	28	21
Girls	29	30	19	22

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.8	95.5	93.9	95.4
1	94	93.8	85.9	96.1
2	97.4	94.6	93.4	88.8
3	96	94.4	89.7	88.2
4	95.3	93.6	94.9	93.6
5	96	94.9	94.6	93.9
6	93.3	96.7	95.2	94.5
All Years	95.5	94.8	93	93
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options. Schools in partnerships with parents are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences. Schools, in providing a caring teaching and learning environment, which addresses the learning and support needs of students, including those with additional learning and support needs or complex health conditions, foster students' sense of wellbeing and belonging to the school.

The school regularly monitors attendance, and strategies are in place to contact parents where there is a pattern of attendance causing concern or the parent/carer has failed to provide a satisfactory explanation for an absence.

Procedures for non-attendance are as per the guidelines in School Attendance Policy PD 2005 0259—Learning and Engagement Directorate 2015.

Class sizes

Class	Total
K/1/2	24
3/4/5/6	24

Structure of classes

Mulbring Public School is officially a two teacher school, however a priority is to ensure low student-teacher ratios. Three class groups operate on three days per week, for four hours per day. The focus during this time is on building student capacity in both Literacy and Numeracy. This initiative is well-supported within our school community. Our three class groups for 2016 were; K/1, 2/3/4 and 5/6.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration & Support Staff	0.9
Other Positions	0.02

*Full Time Equivalent

In 2016, 0% of the staff at Mulbring Public School were of Aboriginal or Torres Strait Islander origin.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	66.6
Postgraduate degree	33.3

Professional learning and teacher accreditation

All staff have undertaken professional learning in teaching pedagogy, centred on improving student's literacy, with consultancy and partnership with Dr. Ann Morrice. Staff have also completed Quality Teaching Rounds, a school-based practice in collaboration with Kurri Kurri Learning Community and the Singleton schools, which has provided both the processes and substance to initiate and build professional conversations around classroom practice and teaching. "The Art of Leadership" training was undertaken by the Principal and staff attended courses in ICT, one which supported the role of an ICT Coordinator in Primary Schools and a workshop on "Coding". Mandatory training in Child Protection, Code of Conduct, CPR, Anaphylaxis, Emergency Care, WHS Induction and Fraud and Corruption was also completed.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	27 134.22
Global funds	63 553.75
Tied funds	23 437.26
School & community sources	32 137.29
Interest	599.62
Trust receipts	7 505.15
Canteen	0.00
Total income	154 367.29
Expenditure	
Teaching & learning	
Key learning areas	10 623.75
Excursions	7 404.22
Extracurricular dissections	5 227.51
Library	354.70
Training & development	373.18
Tied funds	29 424.57
Short term relief	9 103.29
Administration & office	43 345.63
School-operated canteen	0.00
Utilities	11 889.31
Maintenance	4 546.29
Trust accounts	6 895.78
Capital programs	0.00
Total expenditure	129 188.23
Balance carried forward	25 179.06

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the "Find a school" and select "GO" to access the school data.

Another reporting requirement from the State priorities: Better services— Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

There were no Aboriginal students in Years 3 or 5, at Mulbring Public School for 2016.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This was implemented using the "Tell Them From Me" survey.

This is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. All scores have been converted to a 10-point scale, then averaged and reported by question and type. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree or disagree).

Mulbring Public School results for 2016 :

Parents feel welcome— 8.6

Parents are informed— 8.1

Parents Support Learning at Home— 6.6

Support for learning at Mulbring Public School— 8.3

Support for Positive Behaviour at Mulbring Public School— 8.7

Safety at school— 8.6

Inclusion at school— 8.1

All of these results are above-average when compared to other schools surveyed in this round of the NSW CESE Project.

The parents were also asked to identify the most useful communication types at Mulbring Public School. School Reports, Formal interviews and informal meetings were deemed to be the most useful by our parent body.

We also asked for information to assist us in scheduling of school-events. Parents/Carers were asked, "What times would make it easiest for you to get to school events?"

Results identified "during school hours" as being the easiest, followed by "evenings", and lastly, "after school".

This will assist staff in future planning to help maximise attendance by families.

Policy requirements

Aboriginal education

Our school continues to promote an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, culture and languages.

We actively participate in community-wide NAIDOC events, recognise students through the Korreil Wonnai AECG, Kullaburra Awards, and promote use of "8 Ways" and "Stronger, Smarter" philosophies in teaching and learning practices.



Multicultural and anti-racism education

We promote a school culture which promotes understanding and respect for other culturally and linguistically diverse communities. We aim to promote practices which counter racism and develop cultural understanding.

The K–2 Drum Group and Years 3–6 Dance Group, provided an opportunity for students to be immersed in cultural activities.

Multicultural and Anti Racism Education is embedded in teaching and learning.