

SCHOOL CONTEXT STATEMENT

Updated: 02/19

School Name: Mulga Street Primary School

School Number: 1650

Part A

School name : MULGA STREET PRIMARY SCHOOL
 School No. : 1650 Courier : R26/14
 Principal : Mrs Mardi McClintock
 Postal Address : Mulga Street, Mount Gambier 5290
 Location Address : Mulga Street, Mount Gambier 5290
 District : South East
 Distance from GPO : 460 kms Phone No. : 08 87259955
 CPC attached : YES Fax No. : 08 87250080

		2015	2016	2017	2018
February FTE Enrolment					
Primary	Special, N.A.P. Ungraded etc.				
	Reception	56.0	45.0	41.0	46.0
	Year 1	61.0	50.0	45.0	37.0
	Year 2	49.0	56.0	40.0	48.0
	Year 3	38.0	51.0	53.0	42.0
	Year 4	52.0	37.0	52.0	47.0
	Year 5	29.0	51.0	35.0	50.0
	Year 6	47.0	52.0	52.0	39.0
	Year 7	50.0	40.0	50.0	51.0
Secondary	Special, N.A.P. Ungraded etc.				
	Year 8				
	Year 9				
	Year 10				
	Year 11				
	Year 12 plus				
TOTAL		412.0	389.0	366.0	360.0
July total FTE Enrolment					
Male FTE					
Female FTE					
School Card Approvals (Persons)		118	122	120	152
NESB Total (Persons)					
Aboriginal FTE Enrolment		24.0	16.0	16.0	19.0

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

School Web Page

www.mulgaps.sa.edu.au School Email

Address

dl.1650.info@schools.sa.edu.au

Deputy Principal Mrs Tamarin Condon

Staffing numbers

Tier 1 23.5 FTE (including Pre School Staff)

There are 14 School Service Officers on our site.

There is a 0.73 Counsellor salary.

Specialist subjects include French which is taught is from Foundation to Year 7 and is supported by a 0.8 LOTE teacher, Physical Education which is taught Foundation to Year 7 and is supported by a 1.0 teacher, HASS which is taught Foundation to Year 7 and is supported by a 0.8 teacher and Dance which is supported 0.2 by a teacher from Mount Gambier High School.

There is strong leadership in English, Maths and Well Being with all having successfully running PLC'S and Sustainability with a focus on student involvement and peer mentoring.

Out Of School Hours Care

Out of Hours Care provided by a neighbourhood school (children delivered daily by taxi)

Enrolment Trends

Enrolment have declined over the last 3 years, however, will remain around 350 students for the near future. New land sections continue to be opened for future housing allotments and we are hopeful that the enrolments will increase. The move towards the Year 7 students attending our local High Schools will also see another decline in our enrolled numbers.

Year of opening

Mulga Street Primary School opened in 1982. It is an onsite preschool-Yr7 campus with the Mount Gambier Children's Centre on site, which serves the North West sector of Mount Gambier. It is a growing residential area, approximately 7 km from the city centre. It is served by the City bus service and school buses.

Public transport access

Mount Gambier, has a population of approximately 24,000, is 460 km from Adelaide GPO, is served by daily bus services and a commuter air service to both Adelaide and Melbourne. By car it is approximately five hours from either city.

2. Students (and their welfare)

General characteristics

School Card – approximately 42%

Aboriginal students – approximately 6%

Children with special needs –6%

The February 2019 enrolment started on 350 and is to remain steady in light of the changed Same Start Date for Reception children. The Children's Centre started with 43 enrolments in 2019.

Support offered

A supportive learning environment is provided for students through an emphasis on positive student and staff relationships, a meaningful education programme which meets the individual needs and the provision of comprehensive student support services, both internal and external.

Student management

There are whole school behaviour management procedures which are used by all staff. All classes have developed their codes of conduct to ensure consistency and fairness throughout the school with a focus on our core school values of "Safety, Trust and Respect". Special programs exist to support students who are having difficulty and these are often formulated in conjunction with Special Educators and other agencies such as SASVI or Austism SA. Intervention Programs such as "Mini Lit, Reading Tutor and QuickSmart Maths" are all run by trained Student Support Officers and are overseen by the Deputy Principal. Student Development Plans are also developed for children experiencing behavioural problems in conjunction with parents therefore allowing for a consistent response to undesirable, distracting behaviours.

Student Voice at Mulga Street

Each year two School Captains and two Vice School Captains are selected from the Year 7 students.

One or two Principal Representatives and an Indigenous Representative are also selected as part of the Student Executive.

The Captains and Vice Captains play a vital role in leadership in the Student Council and also form the Student Executive.

Each Primary class nominates a representative to attend the Student Council. The Deputy Principal coordinates the Student Council and the Student Executive.

Class meetings are an integral part of Student Voice and underpin the success of the student council. All classes are expected to hold a class meeting once a fortnight, on the alternate week to the Student Executive and Student Council meetings. In this way all students are given the opportunity for their voice to be heard whether it be in class meetings or by representation at the Student Council/Executive meetings

Behaviour Management

Behaviour management procedures have been improved and consolidated with consistent positive approaches in all year levels. An emphasis on positive behaviours and positive relationships has been a clear focus. The vast majority of students behave in a responsible manner with learning, not disruptions as their focus.

A preventative and known developmental approach (class time out, cool down classes) to behaviour management is in place as reflected by the School's Behaviour Management Policy using Bill Rogers as a common understanding. Procedures for managing harassment and counselling students are in place.

A student counsellor supports the National Safe Schools Framework 2010

An ACEO is employed (13.5 hours per week) to support the learning of our Aboriginal students. We have a 0.2 Aboriginal Education Teacher support for the site who is released on a Wednesday to work collaboratively with the ACEO.

The wearing of school uniform is supported by a Dress Code Policy and a SunSmart Policy which means hats are worn in Terms 1, 3 and 4.

Buddy classes are established at the beginning of the year when an older year level class and younger year level class are paired together for activities and social interaction.

Staff Support Systems

Grievance Policies are in place and Staff are made aware of support personnel both within and outside the school. eg Personnel Counselling Services, Harassment contact persons. Our team's structure and the School's Performance Management program also support staff. Ancillary Staff meet regularly and classroom based SSO's are involved in planning of student learning programs with the class teacher.

The School's management structures include teams which includes a representative from each of the groups across the site, Early Years, Junior Primary, Middle Primary, Middle School and NIT Providers. This combined group meets three times per term to discuss issues and concerns and to share information about current events in the school. Representatives consult with their Team members in regard to issues and concerns and relay information to their groups.

Staff report directly to the Governing Council through their elected AEU Representative and are required to contribute as a member of their team at least twice a year. The PAC meets with the Principal at least twice a term and the WHS representative provides advocacy for staff. The WHS Committee meets at least twice a term.

A comprehensive professional development budget is provided for staff and funded through project funds and targeted school resources which is linked to our Site Improvement Plan.

Major whole staff decisions are made at staff meetings, often consultation through Teams and presented to Management for formalisation as a proposal. All staff are members of a Team and have areas of interest they then pursue such as School Concert Committee, French Day Committee, Book Week Committee etc.

Teaching Methodology

The architecture of the School allows in many areas, for both traditional and team teaching approaches. Collaboration within teacher teams is promoted and all teachers belong to a Team, with whom they plan, moderate and implement the Curriculum. With a major focus on reading in 2019 across the site, all staff will be working in 'Learning Sprint Teams' to identify a problem of practice based on data from 2018 and will then participate in a targeted teaching and learning cycle and gather evidence of their impact. Consistency across year levels and continuity of the Curriculum (Pre-School – Yr 7) continues to be a priority in reference to the Australian Curriculum.

3. Key School Policies

Our School Values are:

SAFETY
RESPECT
TRUST

Current Priorities

- English – Reading

- **What we Teach**

Our school provides a high quality educational program for all students. Students engage in a broad and balanced curriculum that covers:

English and Mathematics

Strong literacy and numeracy skills are vital for student success in other areas of study, forming the basis of the curriculum. We are committed to ensuring students reach the highest standards in these areas and we support students in a range of ways to achieve at their highest possible level. We have introduced to the site Jolly Phonics, Jolly Grammar, Bookmaking and the writing of explicit texts types are taught across the site. Whilst each classroom may look different in their approach, the pedagogy remains the same. In addition, those students who require additional support are catered for in targeted intervention programs such as Mini Lit, Reading Tutor and QuickSmart Maths.

Design and Technology

Technology is a very important part of the curriculum; students have access to 200 Windows devices both wireless and hard wired. Interactive Whiteboards are used in all teaching areas. Devices are connected to a high speed, reliable, secure network and the internet. Students begin learning mouse skills, internet browsing and producing word documents during their first term. Students are issued with unique individual log on ids in Year 3. By Year 7, students are prepared for high school with a set of ICT ready skills including file management, safe and productive internet browsing, send and receive email, printing, saving data and presenting work digitally.

During lunchtimes we are committed to providing all students with access to safe, playful, stimulating spaces and run a successful Minecraft club for 90 students each week. Coding is used from year 3 using Scratch which is free to distribute so students can continue their projects outside of school. Where possible we use open source software on our curriculum computers, these free to use and distribute packages can be taken home and used by our school community on home devices, titles include : Open Office, Tux Paint and Tux Typing.

Health and Physical Education

Classes participate in daily fitness and twice weekly skills lessons that are taught by the Year 6/7 students seasonally. These lessons are in addition to programs provided by class and our Specialist NIT teacher. We have a hall with markings for several court games and practice boards for basketball/netball. The facility enables us to have both indoor and outdoor programs all year. Swimming lessons are included in the Physical Education program for all children and the Yr 7 Students participate in Aquatic activities during their camp in Term 1.

The Arts

The Arts are strongly represented in the daily program at Mulga Street. There is a well equipped Performing Arts Room with a piano and a variety of musical instruments and costumes for performances. All classes showcase aspects of the arts and other curriculum areas at assemblies throughout the term and on other special occasions such as the Early Years, Junior Primary and MP/MS Assemblies.

Students in Years 5-7 have the opportunity to be involved in the school choir, with performances in Adelaide at the Festival of Music and locally at the South East Primary Schools' Music Festival.

Our school concert is held annually with classes from the Learning Centre (Years 4-7) and the Learning Hubs (F-3) taking turns to present items. This is a night of celebration for the whole school community and we celebrate the success of our school orchestra and choir as they are invited to perform.

Humanities and Social Sciences

This includes studies of history, geography, civics and citizenship, economics and business and is known as HASS. Students this year will work with Ms Alison Martin as she helps the students to develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

The humanities and social sciences provide an understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the 21st century.

National Safe School Framework

Our priority since 2006 has been on the overarching vision that: *"Mulga Street will be a safe and supportive environment"* where we affirm the right of all school community members to feel safe at school. We promote care, respect and cooperation and value diversity, which is encapsulated in our school values of safety, trust and respect. We have a site anti-bullying policy, reviewed in 2012, which has received positive recognition across the district and is available to all families.

The leadership team work with staff, students and their families to support a safe, caring, orderly and productive school community especially in the development of responsible behaviour.

Each class has developed their class learning plan and within that are agreed behaviour codes developed in partnership between students and staff. These are highlighted on Acquaintance night in Term 1 in the "Class Learning Plan" which outlines key concepts and agreed behaviours for a successful, safe, supportive classroom.

Staff will critically reflect on practices and develop the knowledge and skills needed to manage behaviour change successfully.

Quality start has been a wonderful start to the year in providing opportunities for students to develop decision-making skills which enable them to recognise that behaviour is a choice and that different choices result in different consequences. We will strive to create within the safe orderly and productive learning in classrooms the right of all students to learn and all teachers to teach. In order to support and protect these rights, school staff will manage aspects of the school environment, including sexual and racial harassment and bullying, so that students learn to respect rights and fulfil responsibilities.

The Student Well Being Leader will regularly publish progress reports and their priority again for 2019 will be to engage parents, staff and students in further developing and implementing policies.

Finally, we have taken action to protect children from all forms of abuse and neglect. All staff have received new Mandatory Notification training in Responding to Abuse and Neglect and were trained in the use of the new Child Protection Curriculum "Keeping Them Safe" on its inception. This curriculum is being implemented across the site.

Moving to a True Echo School

Energy

Solar panels have been installed on Unit 3 through a government grant. The panels help cut the school's energy costs and also reduce greenhouse gas emissions.

Water

Good practice, common sense water use is encouraged at all times. Security taps, (taps you need a key to turn on) have been replaced to ensure there is not indiscriminate use of outside watering areas these have significant water savings.

Landcare

We are fortunate to have a well established Landcare Yard. The facilities enable students to plant and grow produce for use in our canteen and it has been set up to cater for chickens. Compost from the classrooms help the soil remain fertile.

Harassment Free Environment

Mulga Street Primary continues to work towards furthering the safety and well being of children at our school, so we can achieve our vision of being a harassment free school.

Assemblies

We hold an assembly run by the Captains and Vice Captains every second Monday at 8.50am. The National Anthem (2 verses) is sung and messages are given to students and certificates are presented to acknowledge the many positive things that have happened in the previous week. We have assemblies each term where parents are invited to share "good practices" and class items.

4. Curriculum

Specialist Subject Offers

- Specialist Non Instruction Time in 2019 :
- Language Other Than English , French, Foundation – Yr7
- Physical Education, Foundation – Yr 7

- HASS, Foundation – Yr 7

Special curriculum features

DfE instrumental music lessons can be accessed by students from Yrs 4 – 7 .

Special Activities at the school includes Sports Day, Book Week, extensive sporting and SAPSASA involvement (75% of Yr 3/4/5 play sport for the school).

Information Technology/Computing, one computer room and 4 open access computer pods in Learning Centre and 100 mobile devices to support the implementation of an ICT skills continuum (Foundation – Yr7).

Targeted intervention programs in literacy.

Lunchtime Minecraft Club in operation 3 days a week, supported by Staff and ICT Technician.

Vocational Awareness

Strong across various sections of the site.

Special Education Program

Supports children. Interaction with students with disabilities with mainstream classes remains a high priority.

Physical Education & SAPSASA

Involvement in Physical Education and SAPSASA is a priority.

LOTE

French for students (Foundation - Yr 7)

Information Technology/Computing

Mulga Street staff and students connect to the Internet and Network using 240 devices, a combination of mobile and hardwired. Independent Learning is supported by trained SSO's using touch screen display on both Windows and Apple technologies. High speed internet provides a reliable connection to the Internet to support Classroom learning and access in the Computer Room. In 2019 Mulga Street will be connected using high speed fiber optic.

Foundation students begin an introduction to ICT skills in their first term at Mulga Street. We prepare students for high school by establishing ICT skills including File Management, Printing, Information Sharing, Safe and productive Internet research and browsing using Windows Desktop and Notebooks.

Year 7/8 Transition Programming

An excellent transition program with the local High Schools is a feature.

Speech Program

Students with identified Speech needs are supported through the implementation of a Speech program provided by DFE Speech Pathologists.

Middle School Strategies

Respond to the needs of young adolescents. Middle Schooling practices include all teachers of Year 6/7 students across the school.

- **Performance Management**

All Staff, negotiate their Performance Development Plan by the end of Term 1. Focus is placed on performance development in relation to school priorities and their own individual personal direction.

“Prochats” are conducted twice a year using the PDP as a basis for professional dialogue. The Performance Management Plan for SSO staff is a continuous process.

Teams

The school values, endorses, encourages and models Teams within a belief and a practice of positive mutual regard for one another.

Purposeful teaming, where an emphasis has been on all staff planning and sharing solutions together has been a priority within the school.

- **Core Business**

The Core Business at Mulga Street Primary School is to support students in undertaking a balanced curriculum in a manner which ensures success for all students and which incorporates DFE'S Priorities and Policies.

This is achieved by ensuring that students are making decisions about their learning, developing successful relationships with others, accessing appropriate and useful information and are familiar with and able to use available resources. This involves:

- The implementation of a balanced, inclusive curriculum in all areas of learning as described in the Curriculum Standards and Accountability Framework and Australian Curriculum is being implemented.
- Integrating the values, attitudes and understandings implicit and explicit in the Essential Learnings, Key Competencies, Learning Technologies Cross Curricula Strands Enterprise Education integrated into all learning activities.
- **Teaching Methodology**
The methodology espoused by the school is the constructivist approach as outlined in the Australian Curriculum. Integrated within this are foci on GRIT, Higher Order Thinking Skills, multiple ways of showing and student leadership and decision making.

The school is organised to promote across year level collaboration. Teaching teams enable programs such as peer and cross age tutoring.

5. Sporting Activities

Sport plays a significant part in the life of the community. The school caters for most sports and parents are heavily involved in coaching and managing teams. The school is an affiliate member of SAPSASA.

An active Out of Hours Sports Committee has promoted the development of Netball, Football, Cricket, Basketball and Tee-Ball teams that are coached and managed by parents. The ethos of these teams is to promote participation and self-development. The school participates in swimming, athletics and other sporting carnivals with SAPSASA to provide students with a variety of experiences. Foundation -6 swimming classes are undertaken annually and year 7 students attend aquatics sessions the Murraylands Campsite in Murray Bridge.

Mulga Street's Quality Fitness

We have implemented a whole school approach to fitness at Mulga Street with the following aims:

To ensure our students participate in regular fitness lessons, develop the leadership skills of our Year 7 students and enable teachers to develop positive relationships with our Year 7 students and vice versa. To provide opportunities for our Foundation – Yr 6 students to get to know our Yr 7 students as positive role models and create opportunities for staff to be role models for our students in regards to being physically active.

The school has been divided into 2 sections, Learning Hubs and Yr3-Yr7 and this allows for use of all spaces within our school grounds and sharing of equipment. On Mondays and Wednesdays students walk or run on a set track or complete Fitness

activities with their class teacher. On Tuesdays and Thursdays, pairs of Yr 7's lead the fitness activities for Yeas 3-7 and Rec – Yr2. The activities the students run are skipping, relays, parachute, small ball skills, minor games, balance beam, elastics, quoits, health hustles and hopscotch. On Fridays the class teachers take their own classes for a fitness activity of their own choice.

The first week of our Quality Fitness program has been very successful with many positive comments from students, staff and the year 7 leaders.

6. Other Co-Curricular Activities

Special

Activities include Book Week, Student Discos, one visiting performance per term, special days organised by The Student Council eg. Bad Hair Day, a Year 7 Graduation, school concert, Move it, Choir, French Day and Book week.

7. Staff (and their welfare)

Leadership structure

Principal – Mrs Mardi McClintock

Deputy Principal – Mrs Tamarin Condon

Student Well Being Leader 1.0 in 2019 – Mr James Egan

Staff support systems

- A Management Group, representative of all staff groups and levels takes responsibility for the coordination of many organisational processes and procedures presenting plans, processes and timelines to staff for discussion and decision making.
- The staff are hardworking and committed to the school and their students. There are high levels of expertise in the delivery of quality learning programs.
- There are 9 Step 9 teachers, who provide leadership in one or more areas of education. Distributed leadership is a feature of the school. This includes both teaching and support staff.
- There are contact people identified from the staff to whom staff can refer in the areas of Occupational Health, Safety and Welfare, for matters relating to sexual or racist harassment, for union matters and for various other reference areas. Occupational Health, Safety and Welfare is an area of strong development in the school and the district.
- Emergency procedures and operational guidelines operate effectively.
- Staff Utilisation Policies
Staff are deployed in ways that provide greatest benefit to students. Class sizes are monitored, student programs are serviced and student welfare and care is addressed.
- Personnel Advisory Committee provides advice and support to the Principal in matters relating to staff deployment.

- **Incentives, support and award conditions for Staff**

Complexity placement points

:Isolation Placement Points 4.5

Travelling time

:Not Applicable

Housing assistance

:Government housing is available in Mount Gambier

Cooling for school buildings

:All school buildings are heated and cooled.

Cash in lieu of removal allowance

:Available

Additional increment allowance

:Available

Designated schools benefits

:Not Applicable

Aboriginal/Anangu Schools

:Not Applicable

Medical and Dental treatment expenses

:Not Applicable

Locality allowances

:Available

Relocation assistance

:Available

Principal's telephone costs

:Available

8. School Facilities

Building and Grounds

Mulga Street School's facilities are modern, well kept, and well developed. The Resource Centre is outstanding and has implemented the AMLIB management system. There is an assembly hall, state of the art 8 classroom primary learning centre, including IT facilities, art room and small withdrawal and teacher preparation rooms. A Canteen services the school each day.

The layout of the main building enables wheelchair access and toilet facilities are available for students using wheelchairs ramp access is available to some of the portable classrooms.

The School Council and Parent Club are active in upgrading and improving the grounds, playground and resources.

The new Children's Centre currently provides nine sessions per week for approximately 45 children.

Cooling

Reverse cycle air conditioning in all areas

Specialist facilities

Art Room, Gymnasium, Computer areas (Internet network in Library plus Computer Room and Intranet in classrooms), performing arts double portable space, PE room, French room, sustainability area.

Student facilities

Two ovals, Junior Primary/Primary Playground equipment, Canteen.

Staff facilities

Staff Lounge and Meeting room, Shower, access to Internet, e-mail.

Access for students and staff with disabilities

Wheelchair access to all areas of the school.

9. School Operations

Decision making structures

Decision making policy and grievance procedures are inclusive and representative of all groups within the school community.

Parents are actively involved in school life and decision making. Parents are also encouraged to assist in classrooms, helping with camps, excursions and electives and volunteering for canteen duty.

Most decision making and action planning occurs through sub-committees with membership drawn from the wider school community. The School Council's Finance, Grounds and Buildings, and Canteen sub-committees are particularly active.

The other parent group is the School Parent Club. The Parent Participation Policy involves parents in decision making in appropriate areas at every level of the school's activities and management. Their views are canvassed through newsletters, sub-committees, class meetings, School Council and Parent Club.

School Council has adopted a compulsory school uniform policy, encouraging all students to wear uniform and further promote the school's identity. The wearing of hats is mandatory in terms 1,3 and 4.

There are weekly staff meeting on Tuesdays which focus on administrative matters and then on an area of professional development or "Teams" time. Individual staff members chair, take minutes and/or lead the area for discussion.

The Governing Council meets monthly and makes recommendations to the Principal and/or makes decisions relating to the operation of the school.

Classes have regular class meetings to ensure the link with m.com and to ensure that student voice is heard and listened to at the school.

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Regular publications

A school newsletter is sent home on a fortnightly basis providing both curriculum and organisational information. Staff are provided with a policy/school information folder, which is updated annually. A range of curriculum support materials published by the school are available to staff.

A variety of communication methods are used including:

- an electronic day book, that is available via Learnlink from site and home.
- Term by Term planner
- Class/home Communication books
- Class newsletters
- Staff and parent information packs
- TRT's are provided with an information pack
- School Facebook page, updated with latest school information.

School financial position

The school operates a consolidated account - budgets support Pre School - Yr 7 activities. Major commitments are to Information Technology/ Computing, Children with Special Needs,

10. Local Community

Feeder Schools

Almost all of the students in Reception come directly from our Pre School.

The Year 7 students generally move onto the local High School – Mount Gambier High School.

General characteristics

The district depends heavily upon agricultural, horticultural and forestry industries. The parent population of the school reflect this, the service and retail industries and professions which support primary production.

Parent and community involvement

Parent involvement comprises of a small but dedicated group who make up our Parent Club. An informed and active Governing Council operates and Council Sub-Committees are also active and have high levels of decision making power. Parents are actively encouraged to participate in classrooms and many are involved. Parents are encouraged to attend assemblies and participate in community events. Each year staff arranges Acquaintance Nights early in Term 1.

Commercial/industrial and shopping facilities

Mount Gambier is well served by a large shopping centre and numerous smaller regional shopping centres. Its sporting facilities are very highly regarded and outstanding for a city of its size. Cultural activities are catered for by visiting performers, exhibitions and some local groups. Most religious denominations are well catered for.

Availability of staff housing

There is an office for Government Housing based in Mount Gambier providing Officer of Government Employee Housing.

Other local facilities

Mount Gambier is a well known tourist centre. A number of medical clinics, a new public and private hospital, cinemas, theatre and library are amongst the facilities available.

Accessibility

Mount Gambier is easily accessible from major cities, with daily bus and air services available.

Local Government body

The local council is The City of Mount Gambier Council. Their offices are located at the Civic Centre, 10 Watson Terrace, Phone (08) 87212555.

Information about Mount Gambier and District is also available from "The Lady Nelson" Tourist/Interpretive Centre, Jubilee Highway (East). Phone 87249750.

11. Further Comments

Mulga Street Primary School is set in attractive grounds with extensive lawn and oval areas. There is a shared whole school community pride and commitment to the school. The Staff is caring, supportive professional dedicated and committed to improving the life chances of every child. Students are positive, cooperative and proud of their school.

“I certify that this is a true and accurate statement.”

Mardi McClintock Principal
12/02/2019

