

Mount George Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Mount George 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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Message from the Principal

It has been a very eventful year for the Mount George Public School community. We have experienced some outstanding highs, but also some tragic and extreme lows. We have made some significant achievements culturally, academically, creatively and personally. We have had to stand tall together and show some true grit and resilience to overcome some major hurdles.

2016 marked 100 years of Mount George Public School being on our current site. To celebrate and commemorate this milestone we created a historical paver walk. We sold over 250 pavers, raising over \$3000 for our students. This historical walk brought our whole extended Mount George community closer together. Through this commemorative project we connected with over 150 of the former Mount George Public School students, staff and extended family. The Historical Walk is something we are incredibly proud of and it will leave a lasting legacy for future generations. A constant reminder of our rich history and the successful people who walked here before us.

We also had a Centenary celebration at the school as part of the Back to Mount George Festival. It is estimated that up to 300 guests attended the special ceremony. The ceremony included some students riding into the school on horses (like it used to be in the olden days), a number of songs were performed (including one accompanied by guitar), former teachers, principals and students spoke about their past experiences at Mount George Public School, dignitaries such as the federal and state member, Director of Public Schools NSW and local Wingham RSL executive attended; and it was also the unveiling and opening of the Historical Paver Walk.

There was also a fabulous History of Mount George Public School book published and distributed on the day. Many thanks to former students Anne Hammond and Wendy Hogan for compiling such an extensive account of our school's history.

The Back to Mount George Festival collaborative project between local community stake holders such as the Mount George School of Arts, Mount George Public School and Mount George P & C was also a huge success. There were markets, a vintage car display, petting farm, art exhibition, markets, live music and the inaugural Billy Cart Derby. Over 1000 visitors were estimated to have visited the festival and 85 entrants in the junior and senior Billy Cart Derby. Twenty of our students participated in the Billy Cart Derby and 12 entrants from Wingham High School. All the feedback from the competitors and spectators was that they thoroughly enjoyed the old fashioned fun.

2016 also saw the Cedar class participate in a major 3 day Sydney excursion. We had 100% participation rate and we visited the Australian museum, NSW Art Gallery, China Town, Sydney Eye Tower, Taronga Zoo by ferry, Imax Theatre, Madame Tussauds and the Sydney Aquarium. The wattle students also experienced a fantastic excursion visiting the circus school in Wingham as part of their studies.

For the first time our school community participated in the Campout with Kids program. This program is an overnight event where one parent camps out at the school with one student. In the facilitated program they have one-on-one time together, participate in fun games and activities, connect with other parents, share meaningful stories, learn strategies to develop the emotional wellbeing and resilience in their child and create memories to last a lifetime. It was a successful event with 75% of the families participating in the program and lots of positive feedback received.

Our Stephanie Alexander Kitchen Garden Program continues to be a feature of our weekly curriculum delivery and provides some meaningful experiences and delicious food. We had a visit from a local Beekeeper, Greenpatch Organic Seeds head horticulturalist conducted some workshops with the students, and we entered the Wingham Show in a number of categories and received a number of accolades. Thank you also to the continued support from our fantastic parents who continue to volunteer their time to support the program.

Our Aboriginal Elder, Aunty Mary, continued her wonderful support of our school in 2016. She performed a very special welcome to country for the 100 year ceremony, awarded our outstanding achievement award and delivered a number of Aboriginal cultural lessons including an Aboriginal Art lesson. We thank Aunty Mary for continually supporting our small school, teaching our children about the Aboriginal culture and being an inspiration to all those she crosses paths with.

Some other significant learning activities and experiences in 2016 include: inter-school social learning opportunities with Bobin PS, Elands PS and the Wingham public schools, Mid Coast Water Stream Watch Program, Soccer Small Schools Gala Day, Rugby Union Sevens, Athletics, Swimming, Cross Country, Archibald Art prize and Museum Excursion, Small Schools Public Speaking Competition, Harmony Day, ANZAC Day, NAIDOC Day, Easter Hat Parade, Book Week, Education Week, pirate ship projects, fairy houses, stop animation cinematography, guitar & singing groups.

It is really quite exhausting thinking about all our achievements this year. We really are a small school with big experiences! The opportunities our students have had this year are quite astonishing.

I would like to finish by thanking our fantastic outgoing year 6 school leaders Lachlan Beattie, Jim Turner and Glenn Allard. I wish them well in high school and their future endeavours.

Peter Falla

Principal

School background

School vision statement

At Mount George Public School “We Strive” to provide a happy, caring and stimulating environment where children will recognise and achieve their fullest potential, so that they can make their best contribution to society.

School context

Mount George Public School, with an enrolment of 28 students, is situated in a small rural village 22km west of the Mid–North coast town of Wingham on a sealed road. The community comprises village residents, landholders and rental clients. The school has very comfortable grounds and well–resourced classroom facilities. Strong associations exist with both the Community of Wingham Schools and a broader network of small schools. These affiliations provide additional social, sporting, cultural and academic opportunities for students and professional learning experiences for staff. Mount George Public school has a Family, Occupation and Education Index (FOEI) of 139 with equity loadings included for low socio–economic students and students of Aboriginal and Torres Strait Islander background. Our student demographics include 24% ATSI background, 50% of a low socio economic background and 30 % with tertiary qualifications.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

In our 2016 school evaluation process, Mount George Public School staff have worked collaboratively to collect, examine, analyse and evaluate a range of quantitative and qualitative evidence. The evidence was carefully selected to support our judgments against the School Excellence Framework (SEF). Support has been provided by the Director of NSW Public Schools, Principal School Leadership and colleagues who have experienced the pilot external validation. This document provides an on–balance judgement regarding our school’s progress and achievements against the SEF domains of Learning, Teaching and Leading.

The results of this process indicated that in the School Excellence Framework domain of **Learning** we can reasonably conclude that our school is **Delivering**. A focus on school community partnerships through the Stephanie Alexander Kitchen Garden Program, Teaching Quality, Engagement of Aboriginal Students in Quality Education, and Organisation and Systems, has ensured quality learning for every student. Our school is committed to providing rich learning experiences for all students through careful planning, implementation, feedback and reflection.

Our school has placed a strong emphasis on building a productive learning culture to support our teaching and learning programs. There was a strong need to address this element as a priority due to the negative learning culture present at the beginning of the school planning cycle. This was characterised by a disengaged school community with low expectations and a low value on education. Interactions between staff and parents were reactive around wellbeing and attendance and in addition the students exhibited low aspirations and motivation levels.

As a result of effective community consultation and strategic school planning, we have seen a significant shift in the learning culture of our school. We are now starting to see more positive interactions with parents, including parents regularly coming into the school to help out with learning programs and students motivated to improve and succeed.

One process that has had a direct impact has been the Stephanie Alexander Kitchen Program. This program, which was introduced as a result of the community consultation process, has provided a platform for our parents to become more

involved in their child's education in a non-threatening and positive way. They feel valued and empowered to contribute to the learning of the students. This has had a flow on effect ranging from parents helping out with learning programs, such as reading in the classroom and students who are valuing education more, showing more respect to the teachers and striving for greater results.

Another process from our school plan that has had a great impact on the domain of Learning is Organisation and Systems. Over the first half of the school plan, our school has successfully changed the Wellbeing policy to provide staff, students and parents with clear and transparent behavioural expectations that support learning. We have also established consistent and systematic assessment and reporting practices.

As a result, we have experienced a noticeable reduction in serious welfare incidents and an increase in the effective recording, reporting and tracking of students' wellbeing. This has led to a substantial increase in students achieving positive behaviour targets, hence student, staff and parent satisfaction is high as indicated by survey results. Our assessment and reporting systems have allowed greater celebration of achievement, closer tracking of students and quality feedback for parents and students.

While our school has made some significant progress to be **Delivering** in the Learning domain, with a greater understanding of the SEF, we will now strive to achieve a level of Sustaining and Growing. We have identified some key areas we need to develop as a school in order to achieve this. Future directions include:

Future Directions

Strengthening Practice

- Update and further develop current policies to support students' learning.
- Gather more school community support to deliver on all school learning priorities.
- Embed the Wellbeing Framework in our Wellbeing Policy and personal development teaching programs.
- Continue to explicitly teach students using the Bounce Back program to care for self and others.
- Greater student involvement on self-reflection including a self-reflection element introduced to the formal school report.

Strengthening Evidence

- Evidence of impact of our personal development program. Qualitative evidence to support students caring for self and others.
- Regular, routine processes for sharing and analysing student data with all stake holders.
- Self-reflection component of student school report to be included as evidence.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** we can reasonably conclude that our school is **Delivering**.

This can be attributed to a strong emphasis on effective professional development and peer coaching systems put in place using Resource Allocation Model (RAM) and Early Action for Success funds. The processes from our school plan of EAfS and Teacher Quality have had a large impact on improving teaching systems and practices in our school.

Mount George Public School has well established self-reflective teaching practices utilising data to inform evaluations and professional learning goals. Fortnightly lesson observations and peer coaching has been an effective platform for teachers to put into practice collaborative professional learning. The implementation of Professional Development Plans (PDP's) has empowered our staff to be proactive in their own professional development. Teachers have actively sought professional learning to meet their own learning needs and needs of the school. The learning through the peer coaching program is actively shared and reflected upon among colleagues.

Future Directions

Strengthening Practice

- Continuing to develop teacher expertise in understanding and implementing professional standards to guide their teaching.
- Continue to embed collaborative observation and peer coaching as part of our practice.
- Improve processes to enable explicit and timely feedback to students.
- Engage P & C in closer analysis of student performance data.
- Strengthen the effectiveness of modelling evidence based practice.

Strengthening Evidence

- Collection of evidence of impact of professional learning opportunities.

- PDP goals show evidence of links to the teaching standards.

The results of this process indicated that in the School Excellence Framework domain of **Leading**, we can reasonably conclude that our school is **Delivering**. Our school progress and achievements in leading can be clearly identified in our internal monitoring of our school planning milestones and the comprehensive school planning process we have undertaken as a whole school community. Our processes, structures and management systems have all been strategically developed to achieve our school vision of providing a “nurturing environment so that the students reach their full potential.” There is a clear focus on improving student outcomes through improved quality of teaching and productive community partnerships. Resources and funds have strategically and creatively been used to support our vision.

Our school planning demonstrates all aspects of a quality process. We have gone beyond explaining simply *what* processes are in the school plan and *how* we are going to achieve our targets of products and practices, to making a concerted effort to inform the school community *why* we are doing what we are doing in terms of purpose. This has involved providing parents and community members contemporary research, such as the Melbourne Declaration on Educational Goals for Young Australians 2008 and summaries of consultative surveys. The school planning process has also helped us to foster a culture that fuels success, with a clear vision, high expectations and shared belief.

Future Directions

Strengthening Practice

- Long term financial and resource planning.
- Fostering within the broader school community a deeper understanding of school expectations and student learning.

Strengthening Evidence

- Evident link between school community feedback and performance.
- Use of Business Intelligence tool as a data source to inform planning.
- Focus on maximising survey responses from the community.
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Two clusters of actions for future directions in Learning and Teaching:

1.

- Greater student involvement on self-reflection including a self-reflection element introduced to the formal school report.
- Evidence of impact of our personal development program. Qualitative evidence to support students caring for self and others.
- Self-reflection component of student school report to be included as evidence.

2.

- Continue to embed collaborative observation and peer coaching as part of our practice.
- Strengthen the effectiveness of modelling evidence based practice.
- Collection of evidence of impact of professional learning opportunities.
- PDP goals show evidence of links to the teaching standards.

Our self-assessment and the external validation 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

DYNAMIC, CREATIVE & PRODUCTIVE LEARNERS

Purpose

To ensure that all students reach their full potential and that they are happy to come to school and learn new things. We want to challenge the students to think creatively and teach them 21st century learning skills that will help them to be productive citizens in the future. Students learn best when they are motivated, self-reflective, happy, challenged and creative (Melbourne Declaration on Educational Goals for Young Australians, 2008).

Overall summary of progress

Early Action for Success

In 2016, the focus for our Early Action for Success (EAFS) program remained on building teacher capacity to implement quality literacy and numeracy programs. Our K–2 teacher continued her regular intensive professional learning around early literacy and numeracy development in the form of L3 training and TEN's training. Our EAFS instructional leader continued to work closely with us providing peer coaching opportunities, support and professional learning on site. To further share the learning among staff we participated in a number of peer coaching sessions in which new learning was modelled, coached and evaluated.

Targeted support for Literacy and Numeracy programs

Close analysis of writing samples and assessment data indicated that writing needed more intensive support. With-in professional learning staff meetings we developed a whole school 5 weekly writing summative assessment. This has involved the teaching staff analysing writing samples, assessing them against the literacy continuum utilising the writing assessment tool, plotting the children and establishing a goal to improve their writing. This process has helped our understanding of the literacy continuum and improved our consistent teacher judgement.

Quality Education for Aboriginal Students

At Mount George Public School this year we have continued to employ a number of measures to engage our Aboriginal students in quality education and focus on closing the gap. We have participated in a 2 day professional learning course on 8 ways Pedagogy for teaching Aboriginal students, engaged parents in the learning process through Personalised Learning Plans (PLP's), involved our Aboriginal Elder in our school, ensured an Aboriginal perspective is present in all of our teaching and learning programs, Aboriginal culture celebrated in the school and extra support provided for Aboriginal students with learning needs.

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">In Literacy: Kindergarten to reach cluster 4, year one to reach cluster 6, year two to reach cluster 8 by the end of the year.In Numeracy: Kindergarten to reach cluster 2, year one to reach cluster 4, year two to reach cluster 6 by the end of the year• ATSI student attendance improvement to 90%• 70% students to achieve stage appropriate progress as evidence by the continuum markers.	<p>45% of K–2 students achieved at or beyond the targets set for literacy and numeracy. 35% achieved all targets but were one cluster behind in one or two areas. While 20% were one cluster behind in 3–4 areas.</p> <p>Currently 50% of K–6 students achieve stage appropriate progress evidenced by continuum markers.</p> <p>At the conclusion of the 2016 school year our ATSI student attendance was 89.83% attendance.</p> <p>There has been significant growth in our K–2 teacher's professional development over the year. Some of this professional learning has filtered down to the other teachers through peer coaching and professional discussion.</p> <p>5 weekly writing assessment has developed into a</p>	<p>Relief for professional Learning and peer coaching. Overhaul of our reading resources in the school. Resources that support L3 and TEN's purchased.</p> <ul style="list-style-type: none">• EAFS Relief for PL and Peer Coaching (\$16728.00)• EAFS Resources to Support Literacy & Numeracy (\$3053.00) <p>SLSO employed to support children with learning needs.</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$1826.00) <p>SLSO to support the students with an</p>

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"> • In Literacy: Kindergarten to reach cluster 4, year one to reach cluster 6, year two to reach cluster 8 by the end of the year. • In Numeracy: Kindergarten to reach cluster 2, year one to reach cluster 4, year two to reach cluster 6 by the end of the year • ATSI student attendance improvement to 90% • 70% students to achieve stage appropriate progress as evidence by the continuum markers. 	<p>routine practice in our school. It has helped the teachers to gain knowledge on assessing writing and what targets should be formulated. It has also helped the students self-regulation with their writing through their goals and knowledge of where to next.</p>	<p>Aboriginal Background. Relief for two teachers to go to 8 Ways Aboriginal Pedagogy Training</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$3714.00)

Next Steps

Early Action for Success

In 2017, we will continue to build capacity through quality professional learning and peer coaching. We will also continue to further support our young learners to achieve the minimum EAfS benchmarks with strategic tiered interventions. The re-structuring of EAfS in 2017 will mean an instructional leader will be working with our team but there will be no funding to release teachers and support our peer coaching initiative. Therefore, to continue the peer coaching initiative we will need to be innovative. We will continue to access and collaborate with the EAfS collegial professional learning community to consolidate L3 learning and Targeting Early Numeracy (TEN) training. Using the PLAN data and standardised test data from 2016, the school has set targets for student achievement in 2017:

- 80% of K–2 students to achieve proficiency levels as indicated by EAfS benchmarks on the literacy and numeracy continuum
- 70% students to achieve benchmark writing outcomes on the literacy continuum
- 90% students to reach RR level 8 by the end of Kindergarten, RR level 16 by the end of year 1, RR level 24 by the end of year 2 and RR level 30 by the end of year 3.

Targeted support for Literacy and Numeracy programs

- Continue to embed the 5 week whole school writing assessment program to monitor the students progress in writing. Support this process with effective conferencing with the students to highlight gains and set goals for improvement.
- Combine with other small schools in our collegial network group to further develop a deep understanding of writing assessment, planning for and the teaching of writing. In 2017 we will continue professional learning in writing to build our capacity to support our students.

Quality Education for Aboriginal Students

- Continue to work with parents, community members and our Aboriginal Elder in providing quality, meaningful and culturally appropriate learning programs.
- Implement the 8 ways pedagogies in the classroom and support each other through peer coaching and professional observations.
- Improve our Aboriginal students' attendance from 89% to 95% by working with the families, ASLO and a recognition award system of good attendance.

Strategic Direction 2

QUALITY PRACTICE & SYSTEMS

Purpose

To develop a culture of reflection and ongoing professional development that builds on the skills and knowledge of staff to be better professionals. We want to set high expectations for our practices and systems and pride ourselves on the educational programs we deliver. Research shows that the single most important determinant in improving student outcomes is the teacher in front of the class delivering the lessons (Dinham, 2010).

Overall summary of progress

Organisation and Systems

Our school wellbeing system continues to develop and grow through consultation with staff, students and the P&C. In 2016, we evaluated our current wellbeing policy against the Wellbeing Framework and built on suggestions from the relevant stakeholders. The teaching of core values and expectations was also a strong focus in supporting the system. In addition, we decided to employ a Wellbeing and Community Officer for 3 hours a week to further support the emotional wellbeing of our students and provide an additional link between school and the wider community.

Our assessment and recording system continued to grow this year with the introduction of a whole school mapping tool based on the literacy and numeracy continuums. This tool allows us to pull up on a spreadsheet exactly where all the students are along the continuum at any point in time. It also shows us the growth in the children over the year. So in 2016 the literacy and numeracy continuum continues to be utilised as a clear blueprint for tracking student progression and is complemented by Australian Council for Educational Research (ACER) online assessments for comprehension and maths, diagnostic tests and other standardised tests.

Teacher Quality

All staff continue to set Professional Development goals and align professional learning to personal need and school priorities. Observations were made and constructive feedback and conversations were had around quality teaching, Australian Standards of teaching and PDP goals.

Implementation Australian Curriculum

It has been an ongoing and collaborative process at Mount George Public School. Teaching staff have participated in a number of professional learning opportunities around the curriculum including English programming, Maths sequencing, Primary Connections and the Australian curriculum for Science, and the Australian History & Geography curriculum. To further consolidate our understanding, we have continued to unpack parts of the curriculum and share our professional learning knowledge about curriculum areas at professional learning meetings..

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">60% students to achieve proficiency bands in Literacy and Numeracy NAPLAN resultsAll students to demonstrate appropriate growth in Literacy and Numeracy achievement as indicated by Year 5 and Year 7 NAPLAN data.	<p>20% of students in year 3 NAPLAN achieved proficiency bands.</p> <p>60% of year 5 students achieved proficiency levels.</p> <p>17% of the year 7 students achieved proficiency.</p> <p>50% of year 5 & 7 students achieved greater than or equal to expected growth.</p> <p>The full cycle of the PDP helped our teachers regularly reflect on their practice and sought professional learning that helped their development. This has helped to empower teachers and is building their capacity.</p> <p>We have significantly improved these systems but</p>	<p>Awards and prizes to support Wellbeing system. ACER Online Reading Comprehension and Mathematics Assessments. Wellbeing and Community Officer employed.</p> <ul style="list-style-type: none">Maths & English (\$515.00)Awards & Prizes (\$662.00)TPL (\$1419.00)Student Wellbeing (\$4503.00)

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">60% students to achieve proficiency bands in Literacy and Numeracy NAPLAN resultsAll students to demonstrate appropriate growth in Literacy and Numeracy achievement as indicated by Year 5 and Year 7 NAPLAN data.	<p>we are adjusting them all the time in consultation with our school community.</p> <p>Teachers participated in professional learning around English, Maths, Science and Creative Art syllabus. This knowledge has been shared at staff meetings and on staff development days.</p>	

Next Steps

Organisation and Systems

- Continue to modify our school wellbeing policy through consolidation and evidence.
- Improve recording systems to support monitoring of wellbeing and learning.
- Assessment schedule to support learning programs and assessment of progress.
- Time taken to analyse school data more deeply and track student progress.
- Outdoor signs set up around the playground that reinforce core values and school rules.
- Teaching of core values embedded into teaching programs.

Teaching Quality

- Monitor PDP and professional learning closely to ensure it meets the needs of staff.
- Establish PDP process for non-teaching and support staff.
- Quality teaching and AITSL standards to be built into observation and peer coaching rounds.
- Weekly professional learning meetings separate from administration meetings for staff to share professional learning knowledge and experiences.

Implementation Australian Curriculum

- Continue to review curriculum and scope and sequences in professional learning meetings.
- More professional learning around History and Geography Syllabus.
- Sharing and evaluation of learning programs with other teachers.

Strategic Direction 3

COMMUNITY PARTNERSHIPS

Purpose

To draw on the skills, expertise and experience in the community and surrounding communities. To build community trust and pride in our school where community members value and contribute to the success of our school. To strengthen partnerships with surrounding schools to provide opportunities for social development, collaboration, enriched learning experiences, professional learning and networking. High Performing Schools develop positive and respectful relationships across the school community that underpin a productive learning environment, and support students' learning and development (School Excellence Framework, 2014).

Overall summary of progress

Stephanie Alexander Kitchen Garden Program

Stephanie Alexander Kitchen Garden Program continues to be a feature of our weekly school routines, based on strong project based learning and cooperative learning principles. The parents, local communities and businesses continue to support our program. In 2016 we had a visit from a local Beekeeper, a horticulturalist from Greenpatch Organic Seeds conducted some workshops with the students, and we entered the Wingham show in number of categories and received a number of accolades. In addition, the teaching and learning programs and curriculum integration continue to improve, there is high engagement from the students in activities and attendance is high on kitchen garden days.

Community Events

The community project for 2016 was the Centenary of Mount George Public School at the current site and the Back to Mount George Festival large scale collaborative event. Some of the community achievements from the event include:

- 100% student participation
- Over 1000 visitors
- Over 250 engraved pavers purchased for historical walk
- Art show featured local artists as well as the student's art works
- Billy Cart Derby with 85 participants including 20 of our students and 12 from the local high school
- Successful collaboration between school, P&C and school of arts
- Large involvement from local community and surrounding communities in the event
- Over 300 former teachers and students involved in the centenary celebration
- History of Mount George Public School published and sold

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"> • Families and community members contribute to the life of the school as determined by the School Assessment Matrix. • Increased participation and engagement in meaningful extra-curricular activities with other schools as verified through school community feedback. 	<p>Against the Families and Community Matrix we are currently working at the building phase of providing our families and community members with opportunities to participate in the life of the school, especially when working with the P & C and local community to organise and run the Back to Mount George Festival.</p> <p>Our participation with other schools in extra-curricular activities has been evaluated by our community and we are now focused on sustaining the level and expanding in a few of the extra-curricular areas.</p> <p>Collegial networks and working partnerships continue to strengthen with COWS and Manning Small School CLN.</p>	<p>Cooking and Garden Related Expenses Horticulturalist's special visit to our garden • SAKG (\$2539.00) Costs associated with the Back to Mount George Festival and Centenary celebration were covered by a successful paver drive fundraiser. Camp out with kids expenses • Socio-economic background (\$620.00)</p>

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"> Families and community members contribute to the life of the school as determined by the School Assessment Matrix. Increased participation and engagement in meaningful extra-curricular activities with other schools as verified through school community feedback. 	<p>Public Speaking continues to be a success within the small schools group.</p> <p>Within the COWS group, we are continually working towards more effective transition. The students combined with Bobin, Elands, Wingham Brush and a number of other small local schools for a number of activities including ANZAC Day special presentation, NAIDOC, athletics, swimming, public speaking, agriculture, and skipping.</p> <p>Another successful year in the kitchen garden with significant growth in the delivery of lessons with more structure and curriculum integration. Volunteers continue to support the program which has helped to foster more positive relationships in the community.</p> <p>The 100 year celebration including historical family pavers, school history publication, unveiling ceremony in conjunction with a Back to Mount George Festival (Billycart Derby, Petting farm, Art Exhibition, Markets, Live Music) was a huge success. A thousand visitors on the day, over 250 pavers sold and installed, over 80 entries in the billy cart derby, 100% student attendance on Saturday for the special ceremony guitar and singing performance, 20 of our 26 students participated in the billy cart derby. These are the visible results but there were far greater successes in terms of community pride, collaborative community partnerships, school respect and pride, positive family relationships fostered by the common project of building a billy cart, strengthened school/home relationships, new greater community partnerships, student pride and engagement.</p> <p>Camp out with kids – 75% of families participated, evaluation was extremely positive and the family community were really interested in making it an annual event. Some of the feedback was that it fostered a greater understanding of parenting and a greater appreciation and bond with their child. It was also found in the surveys that it strengthened the relationship the parents had with the parents in the school.</p> <p>Mobile Flying Fox Pre School has been firmly established at our school helping readiness for school and transition into primary school an infants to primary transition was introduced.</p> <p>Year 6 received some transition activities for high school, however there wasn't a sufficient amount of transition to make our year 6 students feel comfortable about the transition.</p>	

Next Steps

Stephanie Alexander Kitchen Garden Program

- Up skill and learn about teaching gardening and cooking

- Integrate the curriculum effectively throughout the program
- Continue to strengthen relationships with parent and wider community
- Establish strong business partners and links to support the program
- Mock Café'
- Work towards making the program sustainable
- Incorporate business, innovative and problem solving skills
- Use SAKG program as a gateway for cultural awareness
- Improve organisation and efficiency

Community Events

- Plan and organise with surrounding community an annual Back to Mount George Festival and Billy Cart Derby
- Incorporate the surrounding local schools in the billy cart derby with a school challenge
- Incorporate a fundraising element to support student excursions in the Back to Mount George Festival

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Improve attendance among Aboriginal students.</p> <p>Improved learning outcomes in literacy and numeracy as determined for the Literacy & Numeracy Continuum as well as internal and external assessments.</p>	\$4331
Low level adjustment for disability	Students felt supported in their learning as indicated by the student surveys.	\$2252
Quality Teaching, Successful Students (QTSS)	Principal able to strategically plan for intervention of students with additional learning needs and the students who were plateauing in their learning progression.	\$948
Socio-economic background	Greater engagement in schooling life from the students and families.	\$638

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	20	11	12	13
Girls	12	10	13	14

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.1	78.6	95.6	94.1
1	91	93	81.7	91.4
2	87.1	94.2	88.1	84.9
3	86.5	90.8	91.6	89.1
4	90.7	91.3	81.9	86
5	89.5	92	91.8	94.6
6	84.5	96.5	92.7	86.4
All Years	88.3	91.4	89	90
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.1

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Mount George PS has three new scheme teachers, all of which are maintaining accreditation at Proficient level from NESA.

The teaching staff at Mount George Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan.

Teachers had professional learning in the following areas:

- EAfS training
- L3 Literacy Pedagogy
- Behaviour Management
- 8 Ways Pedagogy for Aboriginal students
- TEN's Targeting Early Numeracy
- LMBR
- External Validation
- Evaluative Thinking
- Writing, Programming and the English Syllabus
- Finance
- A-Z Policy Tool
- WHS
- Emergency Care
- First Aid
- CPR

- Debating and Public Speaking
- Assessment in Numeracy and Literacy

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

Financial information

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

Income	\$
Balance brought forward	39 919.91
Global funds	65 015.53
Tied funds	40 957.23
School & community sources	12 179.92
Interest	922.84
Trust receipts	1 608.20
Canteen	0.00
Total income	160 603.63
Expenditure	
Teaching & learning	
Key learning areas	12 656.67
Excursions	8 754.21
Extracurricular dissections	7 429.75
Library	1 355.17
Training & development	776.11
Tied funds	44 905.69
Short term relief	1 835.17
Administration & office	17 033.03
School-operated canteen	0.00
Utilities	7 534.16
Maintenance	18 843.58
Trust accounts	1 436.20
Capital programs	0.00
Total expenditure	122 559.74
Balance carried forward	38 043.89

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 My School and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- 6/10 parent respondents thought the classroom lessons were motivating and 4/10 reported that they thought their child's lessons were extremely motivating.
- 80% of parent respondents thought our whole school well being system was very fair
- 90% of parents believed Mount George Public School is helping their child reach their full potential.
- 9/10 parent respondents felt extremely or very comfortable to approach the teachers at school about problems their child might have.
- 92% of children enjoyed going to school in 2016.
- 10/14 primary students felt that the activities offered at school matched their interests.
- 92% of students believed our school's tick and cross system within the wellbeing policy was very fair.

Policy requirements

Aboriginal education

Aboriginal education is of major importance at Mount George Public School. An Aboriginal perspective is provided when Australian history is studied by students in HSIE units, with a view that all students develop an informed understanding of Australia's Indigenous people, their culture and the importance of the reconciliation perspective.

Mount George Public School has continued to strengthen our partnership with our Aboriginal Elder, Guide Dogs Australia Ambassador and former student

Aunty Mary. This relationship has continued to blossom with Aunty Mary visiting our school regularly. In 2016 Aunty Mary initiated the bush tucker garden, taught the students about Sorry Day, shared with the students her knowledge of country through dreamtime stories and songs and presented her award for Most Outstanding Student .

In addition, we celebrated NAIDOC week with our small school neighbours Bobin PS and Elands PS and Wingham Brush Public School. On this day we delivered a range of Aboriginal cultural activities ranging from traditional rock art, music, boomerang making, and indigenous games.

Multicultural and anti-racism education

Multicultural education is taught in all Key Learning Areas including HSIE.

Anti-racism principles are explicitly taught as well as built into our school wellbeing system.

In addition, we integrated Harmony Day into our Kitchen Garden day. The students dressed with a culture they identified with and we learnt and cooked different cuisine from around the world before further learning about their culture. We also had a Spanish visitor who taught the children some Spanish songs, vocabulary and culture.