

Mudgee Public School

Annual Report



2016



2656

Introduction

The Annual Report for **2016** is provided to the community of **Mudgee 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.

Alan Kerr

Principal

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Message from the Principal

Mudgee Public School continued to provide a quality education to each and every child in 2016, continuing this work since the school commenced in 1855. 2016 has seen the school grow in size with 23 mainstream classes operating alongside 5 support classes.

The school aims to provide a wide range of opportunities to enable every child to feel that they have achieved success in 2016. Academic, cultural and sporting activities provided a high level of engagement, supported by a dedicated staff to further the learning of each child.

Student wellbeing was also a focus for 2016 with the Positive Behaviour for Learning program continuing and the training of staff in the 'Kids Matter' mental health and wellbeing framework. Student wellbeing will continue to be a focus into 2017 with the implementation of further programs.

My thanks to all who have supported Mudgee Public School in 2016. The school is well-respected in the community and enjoys a positive relationship with many organisations within the town. My sincere thank you to our P&C who contributed in many ways to the school, supporting school events and assisting with funds for school resources.

Our students also deserve congratulations for their efforts in 2016. As we progress through the 21st century, the skills they learn each day will enable a positive and productive contribution to our future society.

Finally I thank all of the staff who have worked tirelessly over the year. As a group, we reflect on a successful year of learning and achievement for the students of Mudgee Public School.

Alan Kerr

Principal

School background

School vision statement

Belonging to the Learning Journey.

At Mudgee Public School we are confident, engaged, life-long learners.

School context

Mudgee Public School has an enrolment of 608 students with 10% Aboriginal population and has a proud tradition of providing quality public education since 1855.

The School has an expanding enrolment base and it serves a diverse rural community. The school focuses on providing a rounded education with strong welfare, learning and support, music, sporting and leadership opportunities.

Teachers work collaboratively in a variety of teams to maximise quality teaching and learning and the school is an integral member of the Cudgegong Learning Community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Mudgee Public provides a comprehensive range of learning opportunities to its students. Our School Plan and Milestones outline our engagement of students in their learning. This is based on developing and sustaining positive and respectful relationships across the school. Students are supported by a comprehensive student welfare system that is designed to support student learning. Student wellbeing takes a high priority with the Positive Behaviour for Learning [PBL] program deeply embedded in daily practice at Mudgee Public. The School is introducing the 'Kids Matter' program to support the social and emotional development of students. Mudgee Public has a focus on developing a skilled, effective and professional whole school team to enable quality teaching practices to be implemented daily in each classroom.

Key initiatives have focused on building teachers' capacity to use data and to self-reflect on their teaching practice. Teachers work collaboratively in stage planning days to plan curriculum delivery strategies. Beginning teachers have been supported by an experienced mentor and executive staff are timetabled to provide individual support to their stage teams.

Teachers at Mudgee Public have purposeful leadership roles based upon their level of experience and expertise. Staffing structures are utilised to enable executive staff to work closely with their stage teams and school leadership is effective in responding to the needs of students, parents and staff. Leadership capacity building is an important school priority and this has been developed through executive development days, weekly executive meetings and executive engagement in the Performance and Development Framework – each executive staff member having a relevant leadership goal to address.

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

Partnerships in Learning

Purpose

A school and community-wide shared responsibility for student learning and success to ensure each individual child is supported academically, socially and emotionally to reach their full potential.

Overall summary of progress

There were three main processes the school implemented in 2016 in this strategic direction. These were:

- Establish the expectations, roles and responsibilities of all involved in the partnership.
- Establish systems to support student learning and wellbeing.
- Professional Learning around growth mindset.

The school's self-assessment processes indicated that good progress was made in 2016. This year we focused on the students' role in learning and building a growth mindset. Our Action Learning Project – "Partnerships in Learning" was implemented throughout 2016 with a small research team. This involved 5 classroom teachers and the Deputy Principal working with an external coach. The Partnerships in Learning Professional Learning Program provided a forum for participants to deeply explore the power of formative assessment to drive learning improvement in their own classroom and across the school. The program combined the benefits of workplace learning with the more subtle advantages of peer group interaction and personal coaching. Each teacher developed their own Action Learning Project which focused on investigating the implementation of strategies within a framework of formative assessment and its impact on successfully activating students as owners of their own learning.

The Tell Them From Me Student Engagement survey reflected the school's focus on Intellectual engagement, showing pleasing increases in the students emotional and cognitive investment in their learning. This increase is closely tied to the quality of instruction provided at Mudgee Public School as there is direct interaction between a teacher's approach to instruction and student motivation. On the three measures of intellectual engagement; Interest and Motivation; Effort and Quality Instruction, the school saw a significant decrease in the gap between the school mean and the NSW Pilot norm with the measure of Effort surpassing the NSW Government norm this year. 83% of Year 6 students stated they are interested and motivated in their learning compared to the NSW Government norm of 78% for this year group. 93% of Mudgee Public School students from Years 4–6 said they tried hard to succeed in their learning compared to the NSW Government Norm of 88% for these years.

To continue on from the establishment of a coordinated whole school approach to student wellbeing in 2015, a whole-school system review of the support we provide to our ATSI students and our students with low level disabilities in the mainstream was implemented this year. This review ensured strategic resourcing in these areas. Systems to support student learning and wellbeing have been expanded to include time for teachers to work with students, parents and support staff in the development of appropriate individual learning plans; identifying SMART goals for students and strategies to support them in the achievement of these goals. All students who require an Individual Education Plan [IEP] work with support staff at the school to cater for their individual learning needs.

The establishment of a breakfast Catch-Up Club for our ATSI students was also introduced. The aim of the 'Catch-Up Club' is to entice students to come to school on time and help to improve their overall attendance. Participation in the 'Catch-Up Club' is by invitation only. This initiative was introduced in Term 2, and had an outstanding impact on the attendance rates of our Indigenous students. Average attendance rate increased from 88.6% in Term 1 to 90.2% in Term 3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
% of targeted teachers providing effective feedback to students.	The Action Learning Project combined the benefits of workplace learning with the more subtle advantages of peer group interaction and personal coaching. A small team of teachers engaged in research and professional dialogue to deepen their understanding about what teachers can do to make	\$10 000 Equity Funding \$8 300.00 Professional Learning Funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>% of targeted teachers providing effective feedback to students.</p>	<p>the most difference. Much of the teams learning was based on John Hattie's research around maximising our impact on learning. Clarifying, sharing and understanding learning intentions with students, engineering effective discussions, tasks and activities that elicit evidence of learning and providing feedback to move learners forward were all focuses of the classroom research teachers engaged in.</p> <p>100% of teachers who participated in the Action Learning Project reported significant shifts in how they provide feedback to students. All teachers reported that their feedback was more effective as a direct result of the research they had engaged with in their classroom. Of the students surveyed through focus group interviews, all reported that the feedback their teacher now gives them helps them to understand what they have done well and how they can improve further.</p> <p>The Tell Them From Me Teacher survey results indicate an increase in teachers (across the school) providing students with feedback on their work that brings them closer to achieving their goals. Data analysis indicates a significant increase (6.9 in 2015 to 7.7 in 2016) to the question I give students written feedback on their work.</p>	
<p>% of students in target group able to explain their position on the Literacy / Numeracy Continuums.</p>	<p>Over 80% of students in the target group reported that they now feel better able to reflect and report on the achievement of their learning. Through the use of I Can statements and revised self and peer-assessment mechanisms, students felt that their confidence as learners had increased dramatically. They are now mapping their progress against their personal learning goals, in at least one area of learning (predominately writing).</p> <p>Students in the target group reported that they; now know what the expectation, or learning intention is, the key concepts being learnt, what they can do already, what the next thing is they need to learn or be able to do (learning progression), how to make a valid and informed judgement about their successes and how they can show what they can do or know.</p> <p>Students in the targeted classes also reported that, as a result of the work done throughout the action research project, they were now better able to analyse their overall learning progress and performance. This enabled them to make informed judgements about their successes and next steps in their learning and development journey.</p>	<p>\$10 000 Curriculum Planning Days – Equity Funding</p>
<p>%of targeted students with IEPs</p>	<p>100% of targeted students had Individual Education Plans established and implemented to sustain their learning in 2016. These students were supported by School Learning Support Officers, Welfare Teacher, Links to Learning Officer and Speech Pathologist.</p>	<p>\$10 000 Equity Funding</p> <p>\$21 000.00 Flexible Funding SLSO</p> <p>\$31 500 Aboriginal Background Funding</p>

Next Steps

In 2017 we will continue the strategic focus of strengthening our whole school approach to student Wellbeing. Supporting students Social and Emotional Learning is a key feature in 2017. A number of strategies are planned in this area. The school will be implementing Bounce Back, a wellbeing and resilience program, designed to support the general capability of Personal and Social competence, across all classes K–6 including the Support Unit. The employment of a Social Worker one day per week to support the wellbeing of students and their engagement in their learning is a key strategy in 2017. The social worker will work with students and parents to address identified concerns and provide ongoing welfare support. The social worker will work under the guidance of the School's Learning and Support Team and in conjunction with the School Counsellors and Deputy Principal Welfare.

Mudgee Public School is investigating the possibility of partnering with Uniting Care to have a Family Connector employed one day per week at Mudgee Public School to support our families in finding services that will help them as part of the Family Referral Service.

The action research project will expand beyond the initial research team from 2016 with each member of that team coaching a number of other teachers in the use of formative assessment in 2017. The 2016 research team members will lead their stage teams, throughout the course of curriculum planning days, to consider how students can be integral to each step in the learning process.

Strategic Direction 2

Culture of Performance and Development

Purpose

A shared commitment to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional whole school team.

Overall summary of progress

There were three main processes the School implemented in 2016 in this strategic direction. These were:

- Effective practices are in place to build capacity of all staff and to develop leadership capacity and depth.
- Staffing structures are implemented to foster a school performance and development culture.
- The School planning process empowers all stakeholders leading to high levels of trust and participation across the School community.

In 2016 school leaders undertook further training with Growth Coaching International to develop their skills as educational leaders. The team engaged in two Growth Coaching courses this year; Peer Coaching – Positive Conversations About Teaching Practice and Performance Development – Coaching the Australian Professional Standards for Teachers. Engaging in this Systems Leadership Initiative with other leaders across the Cudgegong Learning Community allowed us to imbed quality lesson observations across the school. Leadership capacity was further strengthened with executive training days implemented each term to build the knowledge and skill of our school leaders. Professional learning to the School Executive based around the School Excellence Framework, school planning and evaluative thinking to enhance the leadership capabilities of each was also provided this year.

Strengthening whole school processes in supporting staff to develop effective Performance and Development Plans continued to remain a focus in 2016. Analysis of feedback from the initial performance and development processes established in 2015, enabled further refinement of the system and developed the capacity of school leaders to mentor and coach their respective team members. Staff were supported to attain their professional goals with professional learning funds increasing in 2016. A process was implemented across the school based on the Australian Professional Standards for Teachers whereby teachers nominated a particular standard and focus area to receive feedback on. Teachers nominated a peer observer, who along with their supervisor, provided feedback on the lesson observed in relation to their identified focus area. RAM funding enabled release time for the peer observer as well as reflection and feedback time for each teacher.

An external consultant was engaged to lead the staff through the completion and analysis of the Myers Briggs Personality Test. This was designed to support teachers and leaders to develop a depth of self-knowledge through the use of the Myers-Briggs Type Indicator (MBTI). This work with staff allowed us all to identify differences and similarities in each other in order to understand ourselves better as well as other people. This has also been used to support our executive to consider the patterns of difference between individuals when they are leading their teams.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The % of staff with a professional development plan.	<p>All staff developed a Performance and Development Plan in conjunction with their respective supervisors and a full performance and development cycle was completed by the end of the year.</p> <p>All executive reported that the professional learning provided to them around peer coaching and how to engage in positive conversations about teaching practice had a significant impact on the level of support they provided their teachers throughout the performance and development cycle.</p> <p>Staff reported that the PDP they developed in 2016</p>	<p>QTSS Staffing allocation</p> <p>\$5 000 Global funds</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The % of staff with a professional development plan.	<p>was far more useful than their initial PDP developed in 2015.</p> <p>A system to track teacher's professional learning goals to inform whole school PL needs was established. Executive reported that knowing commonalities in the PL needs of their teams allowed them to provide more strategic support across the team.</p>	
Number of staff participating in leadership programs	<p>The School Executive all participated in leadership training days coordinated at the school, as well as, two Growth Coaching courses; Peer Coaching – Positive Conversations About Teaching Practice and Performance Development – Coaching the Australian Professional Standards for Teachers. One teacher leader also completed these courses with the team.</p> <p>The Deputy Principal completed the Art of Leadership course endorsed by the NSW PPA.</p>	<p>CLC Systems Leadership Grant \$20 000 – shared amongst other schools participating.</p> <p>Peer Mentorship Grant for Deputy Principal – \$3300.00</p> <p>\$10 000 Equity Funding for Leadership Development / Executive Leadership Days</p>
Satisfaction levels of staff with performance and development feedback provided.	<p>Analysis of the Tell Them from Me “Focus on Learning” Teacher Survey indicates a steady increase in staff satisfaction with overall Leadership (6.8 in 2015, 7.2 in 2015 and 7.4 in 2016)</p> <p>A significant increase can be seen in the following questions;– The School Executive has taken time to observe my teaching from 5.1 in 2014 to 8 in 2016.</p> <p>– The school executive has helped me to establish challenging and visible learning goals for students from 6.7 in 2015 to 7.4 in 2016.</p> <p>– The School Executive has helped me improve my teaching has seen a steady increase over the last three years from 6.7 in 2014 to 7.1 in 2016</p> <p>– The School Executive provides me with useful feedback about my teaching has increased from 6.4 in 2014 to 7.5 in 2016.– Teachers have given me helpful feedback about my teaching has increased from 5.9 in 2014 to 8.1 in 2016.</p>	QTSS Staffing Allocation

Next Steps

This section includes future directions for 2017 and ensures the 3–year plan remains on track to provide high quality educational outcomes.

A second Deputy Principal position will be created in 2017 allowing for the establishment of a Deputy Principal – Teaching and Learning. This position will be responsible for leading teaching and learning within the school and overseeing professional learning for staff and data analysis of student results. This new role will focus on strategies to imbed our performance and development culture.

In 2017, each class teacher will be given an extra hours release, “Power Hour” to focus on an individualised professional learning plan. This will be coordinated by the Deputy Principal– Teaching and Learning. This strategy is designed to support the development of a meaningful system to support teacher self–reflection and continuous self–improvement.

Strategic Direction 3

Curriculum Fidelity, Delivery and Opportunity

Purpose

An integrated approach to quality teaching, curriculum planning, delivery, assessment and reporting to improve student learning experiences and outcomes.

Overall summary of progress

There were three main processes the school implemented in 2016 in this strategic direction. These were:

- Alignment of the curriculum so that there is continuity and progression of learning across the years of school.
- Aligning the curriculum with assessment processes that are designed to clarify learning intentions, establish where students are in their learning and monitor learning progress.
- Extra curricula & cross-curricula learning opportunities are offered to support student development.

A Curriculum Team, to oversee this Strategic Direction, was established in 2016. This team focused on promoting learning excellence through facilitating an integrated approach to quality teaching, curriculum planning and assessment. The team consists of representation from each stage and serves as a conduit between stage team work and whole-school curriculum directions. The Curriculum Team works in concert with the Learning and Support Team to ensure that school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum. In 2016 a documented whole-school assessment strategy that is underpinned by the evaluation and reporting of student performance data was finalised. All teams are now adhering to this assessment schedule.

Curriculum Planning days were provided to each team (one per semester) to support teachers in developing curriculum that is locally relevant and accessible to all students and values and builds on to students' existing knowledge and varying backgrounds. These days were also used to work on whole school scope and sequencing of new curriculum in order to ensure the school has an explicit, coherent, sequenced plan for curriculum delivery which makes clear what and when teachers should teach and students should learn. This increased resourcing allowed teachers to collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

Through the Action Research Project "Partnerships in Learning" the research team worked hard on using student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provided explicit, specific and timely formative feedback to their students on how to improve. All teachers in this research project reported that activating students as owners of their own learning had a profound impact on the level of attainment of the students in their classroom, especially high performing students.

In 2016 there was a planned and coordinated approach to teacher professional learning around new curriculum. The Curriculum Team investigated whole-school, as well as stage based, need in regard to understanding and implementing new curriculum and devised an action plan to ensure these needs were met. A system where teachers actively share learning from targeted professional development with others was strengthened.

Throughout 2016 extra curricula opportunities were again extensive, with students extended in areas such as music, dance, public speaking, debating, drama and sport. This included the opportunity for students at Mudjee Public to participate in up to ten different team sports as well as three sporting carnivals. Opportunities in music in the creative and performing arts included three choirs, a senior concert band, a junior beginners band, an ensemble group, drumming and percussion groups. In 2016 students from Mudjee Public School performed in the State School Spectacular for the first time, with outstanding success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
% of classes with explicit, sequenced coherent curriculum plans	Program data indicates that all class programs incorporate an explicit, sequenced and coherent plan in most curriculum areas. Anecdotal records from curriculum planning days	\$10 000 Curriculum Planning Days – Equity Funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
% of classes with explicit, sequenced coherent curriculum plans	<p>indicate that all teams reviewed curriculum requirements and revised teaching and learning programs with evidence based teaching and aligned assessment and reporting practices embedded.</p> <p>Classroom observation processes confirmed that curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of students, using evidenced-based teaching practices and innovative delivery mechanisms where appropriate.</p>	
% of teachers using planning proforma	<p>All teams used the unit planning proforma when developing units of work in English and History. A sample day book proforma was developed, incorporating learning intentions, key concepts and big ideas, as well as a sequence of teaching and learning strategies to support early career teachers in effective planning at the individual lesson level. Teacher feedback confirmed that this proforma assisted in more effective planning at the lesson level.</p>	<p>\$10 000 Curriculum Planning Days – Equity Funds</p> <p>\$16 731 Beginning Teacher Funds</p>
Teacher satisfaction with whole school curriculum planning and programming	<p>Tell Them from me Teacher Survey indicates an increase from 7.1 to 7.5 regarding teacher satisfaction of school leaders providing them with useful feedback about their teaching/programming.</p> <p>Tell Them from me Teacher Survey indicates an increase from 7.6 to 8.5 regarding teachers working together in developing common learning opportunities. This increased opportunity for teams to engage with new curriculum, plan effective teaching and learning sequences and develop consistent assessment strategies/tasks was highly evaluated by staff.</p> <p>Feedback mechanisms for teachers around programming were strengthened with supervisors providing feedback on whether programs met curriculum planning and programming requirements as per school policy.</p> <ul style="list-style-type: none"> • Be flexible and responsive to student needs. • Provide a seamless progression of learning within and across the school years. • Focus on learning of high intellectual quality and significance. • Make explicit high expectations for learning and achievement. 	\$10 000 curriculum Planning Days –Equity
% of teachers meeting Board of Studies requirements re subject teaching time.	Whole school data analysis of class timetables and teacher conferences indicate that all teachers are meeting Board of Studies requirements.	

Next Steps

This section includes future directions for 2017 and ensures the 3-year plan remains on track to provide high quality educational outcomes. In 2017 curriculum planning days will be increased to two per term. This increase will allow for greater opportunity for teachers to collaborate within stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Curriculum planning will focus on embedding capabilities into each subject program and creating learning activities that ensure skills develop into capabilities and

dispositions. Each term's assessment day will support teachers to consider how to develop the capabilities of their students to use assessment, feedback and reporting processes to reflect on their learning. The Deputy Principal – Teaching and Learning will take on a coaching role supporting school leaders to establish and communicate clear expectations concerning the use of effective teaching strategies throughout the school. The school will work to embed explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. 2017 will see a strengthening of processes to provide formal mentoring and coaching support to improve teaching and leadership practice. This will include identifying expertise within our current staff and drawing on this to further develop our professional community at Mudgee Public School. Beginning and early career teachers will be provided with targeted support in areas of identified need.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Class teachers provided very positive feedback re the use of an SLSO to support Aboriginal students in the classroom.</p> <p>The breakfast program also proved successful in improving the attendance of Aboriginal students and their arrival on time for school.</p>	\$41 902
English language proficiency	<p>Students received ESL support as required and as allowed by the funds provided. Funding supported the teacher only for Term One.</p>	\$5646
Low level adjustment for disability	<p>A range of initiatives were positively received and their impact upon teaching and learning significant. Employment of SLSOs to assist with the Minilit Program proved effective in improving Stage One literacy levels. SLSOs also worked at recess and lunchtimes providing social support and reducing negative incidents in the playground.</p>	\$54 431
Quality Teaching, Successful Students (QTSS)	<p>Teachers reported support well-received in their stages. This program enabled a comprehensive lesson observation process to occur at the school to improve teaching and learning. Class teachers were also able to receive further support from their supervisor with processes established to enable Supervisor – teacher meetings to occur on a regular basis.</p>	0.484 Staffing Allocation
Socio-economic background	<p>Positive feedback was received from teachers in regard to impact of initiatives in the classroom. There was a high level of support for curriculum planning days to improve teaching and learning in the classroom.</p> <p>The Minilit program proved successful in supporting students with identified literacy needs.</p> <p>A Speech Pathologist was employed using this funding and all staff reported the effectiveness of this initiative to improve the receptive and expressive language of students.</p> <p>Student Assistance Funds were also allocated from this resource to support the learning and welfare of students.</p>	\$110 650
Support for beginning teachers	<p>Beginning teachers were supported in various ways— developing teaching programs, developing individual education plans, implementing classroom management plans and achieving their accreditation.</p>	\$16 731.35

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	266	282	301	318
Girls	257	283	287	300

Student enrolment continued to grow in 2016 with 23 mainstream classes operating and 5 support classes.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	94.7	94	94.7
1	94.8	95	94.4	93.7
2	93.8	93.9	94.7	94.4
3	92.1	93.2	94	93.5
4	94.2	91.5	92.3	93.2
5	93.3	93.8	92.4	92.3
6	92.9	92	93.2	92
All Years	93.9	93.6	93.6	93.5
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

Attendance remained consistent with previous years' figures. Student attendance is overseen by the Deputy Principal who identifies students who require some form of intervention to improve their school attendance. This includes the development of attendance plans, and where required, the support of the Home School Liaison Officer.

Class attendance is closely monitored by classroom teachers and procedures are clearly embedded across the School.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.51
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	9.68
Other Positions	1

*Full Time Equivalent

Mudgee Public has a diverse staff, though none identify as Aboriginal in 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

Throughout the course of 2016, the Australian Professional Standards for Teachers formed the basis of our strengthened strategic approach to professional learning. Teachers were supported to reflect on the standards when developing and working towards their performance and development goals and subsequent professional learning opportunities. Processes were established to identify and track common goals, allowing for the establishment of professional learning hubs.

There were five teachers who achieved accreditation in 2016. There are ten teachers currently being supported throughout their maintenance phase of accreditation.

The school introduced a strategic approach to teacher professional learning in 2016, aligning school and

individual teacher goals to the professional learning on offer.

This included training for Early Stage One and Stage One teachers in the Language, Literacy and Learning [L3] Program, the Kids Matter framework to prepare for the implementation of a wellbeing program in 2017, training in the new Geography syllabus and continued training in the Positive Behaviour for Learning Program. In March, all staff participated in a Myers Briggs workshop to identify individual personality types and preferred ways of learning.

The school was part of the Systems Leadership Program that was successfully implemented by the Cudgong Learning Community. This involved the training of executive staff by Growth Coaching International in coaching techniques and connecting the professional teaching standards to feedback provided for lesson observations conducted in 2016. As a result a quality lesson observation program was implemented at the school.

Another feature of professional learning was an action research project conducted throughout 2016. This aimed at improving teacher feedback to students to increase students' ownership and direction of their learning. The school sourced an external provider to lead this project. All staff were informed about the project and its impact in Term 4.

Staff Development Days focused on the mandatory child protection training, a combined development day with local schools featuring technology expert, Bruce Dixon and work on the implementation of the English K – 6 syllabus. This involved teachers developing a deeper knowledge and understanding of English concepts and processes. Following this staff development day, a smaller team of teachers and school leaders engaged in weekly webinars delivered by the English Teachers Association.

Reporting on student achievement was another focus during the year with professional learning provided to teachers on how to report clearly, accurately and respectfully to students and parents about student achievement. Professional learning on the use of student assessment data was implemented to support this process.

The Principal attended the regional and state Primary Principal Association conferences and executive training days were held to develop the leadership capacity of the school executive. The Principal was Delegate for the Bathurst Primary Principal Council to the State Primary Principal Council meetings each term.

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

Financial information

This summary financial information covers funds for

operating costs to November 30 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	314 165.62
Global funds	495 371.79
Tied funds	496 303.52
School & community sources	139 227.63
Interest	7 213.75
Trust receipts	35 481.95
Canteen	0.00
Total income	1 487 764.26
Expenditure	
Teaching & learning	
Key learning areas	37 972.24
Excursions	89 789.79
Extracurricular dissections	47 849.91
Library	9 783.38
Training & development	7 846.84
Tied funds	567 684.50
Short term relief	189 894.59
Administration & office	87 490.59
School-operated canteen	0.00
Utilities	74 984.80
Maintenance	46 529.03
Trust accounts	48 352.19
Capital programs	6 670.00
Total expenditure	1 214 847.86
Balance carried forward	272 916.40

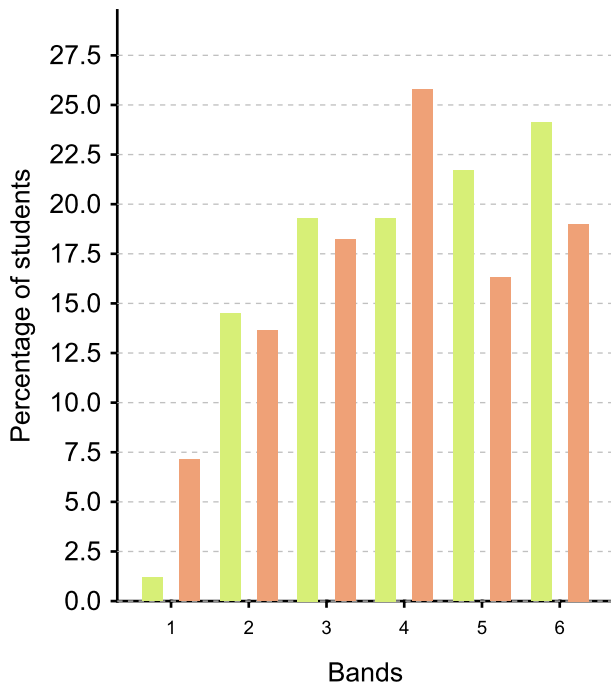
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

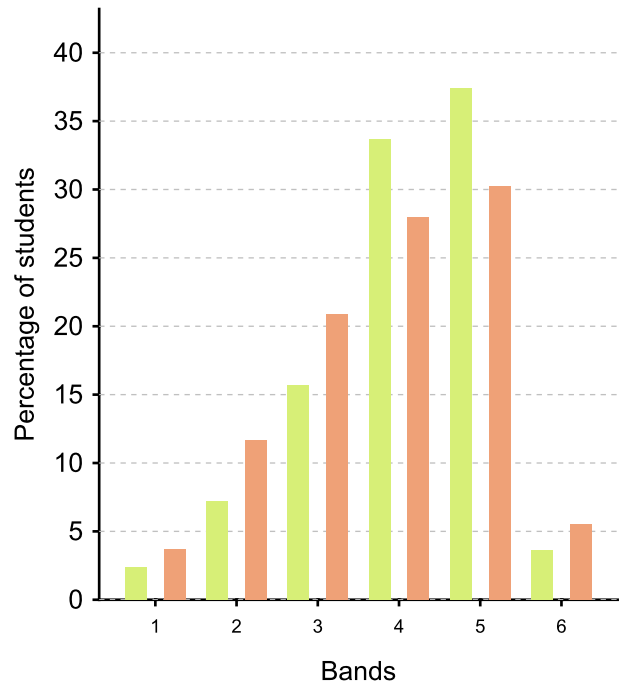
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Reading



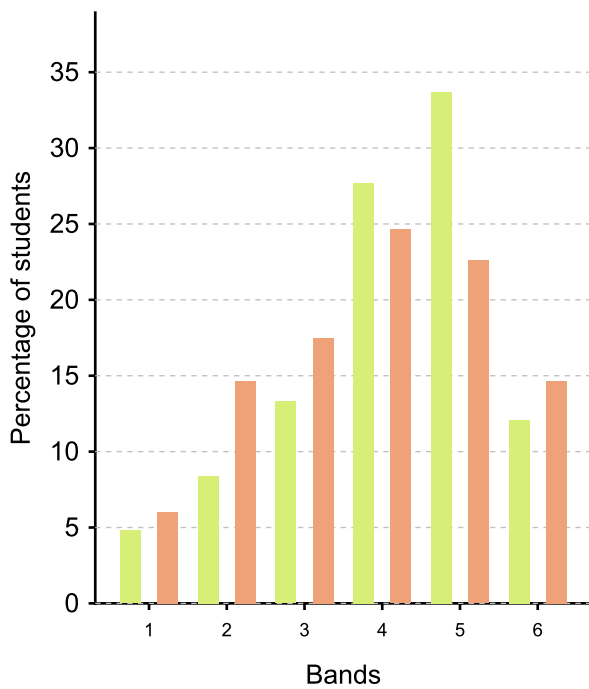
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



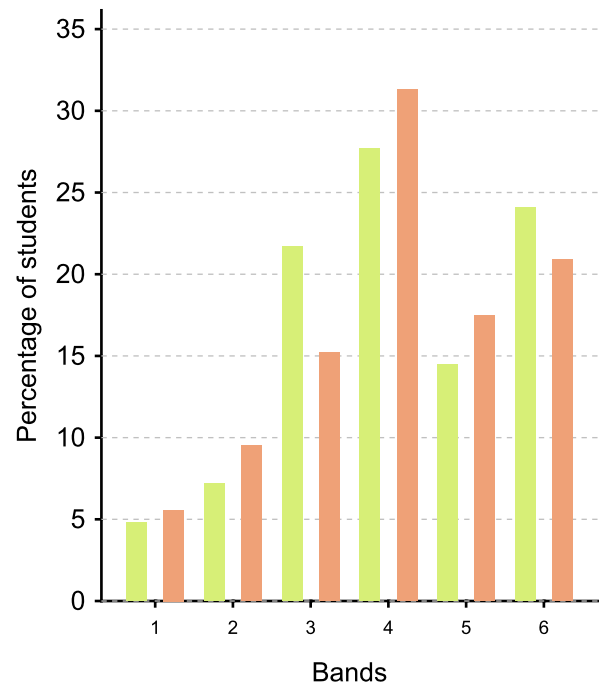
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



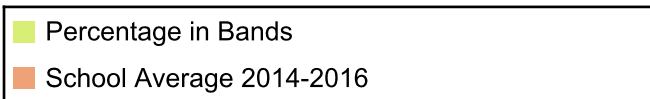
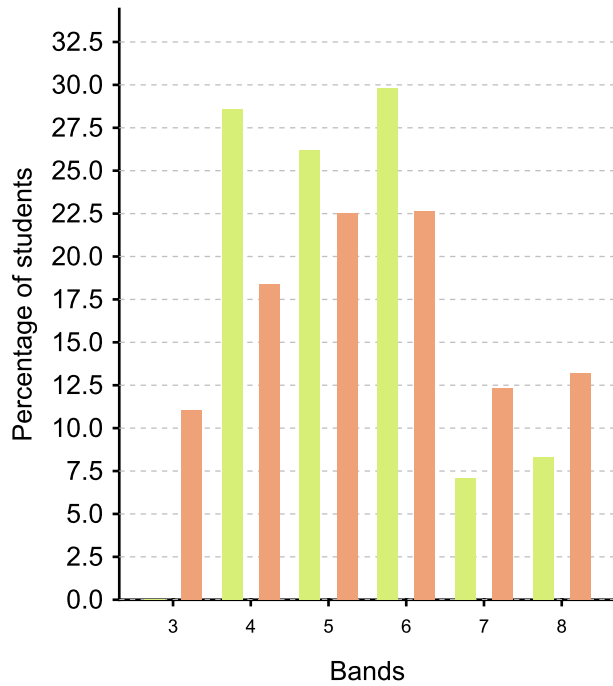
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Grammar & Punctuation

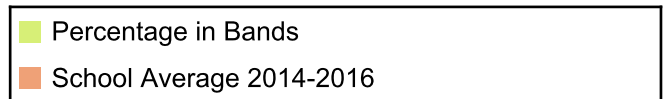
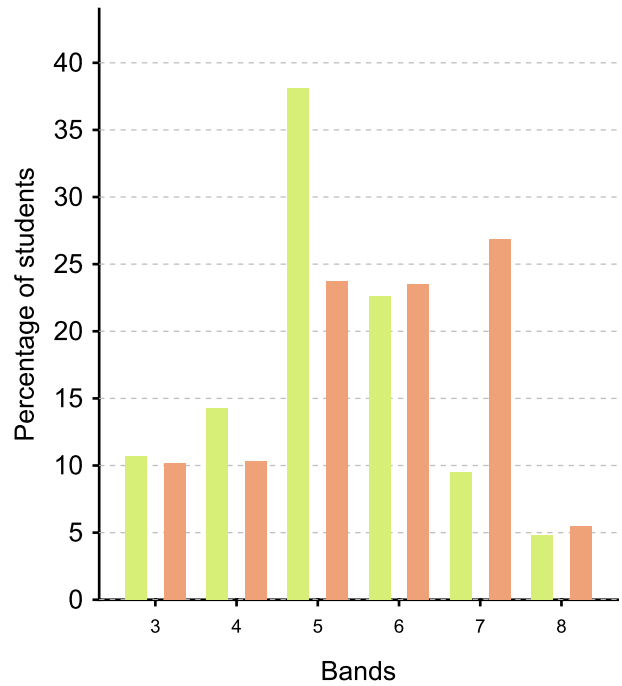


Percentage in Bands
School Average 2014-2016

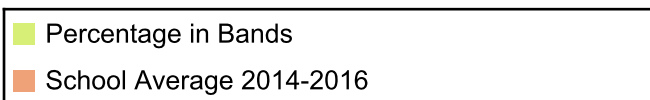
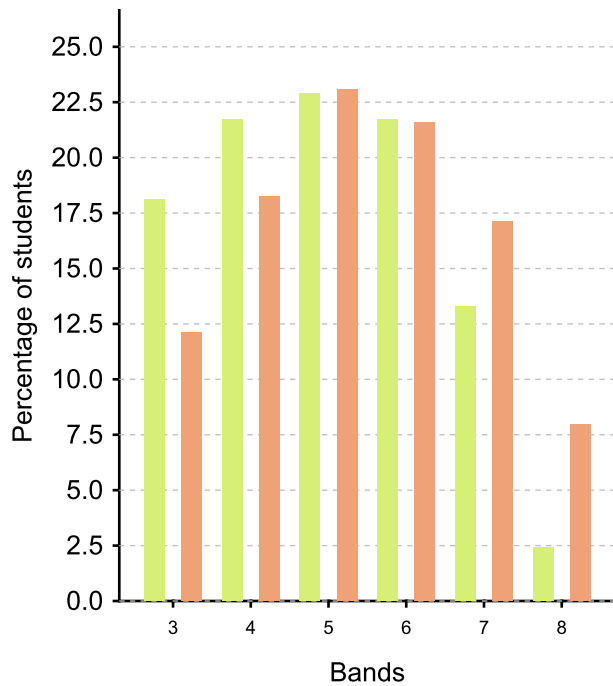
Percentage in bands:
Year 5 Grammar & Punctuation



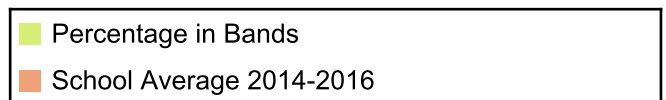
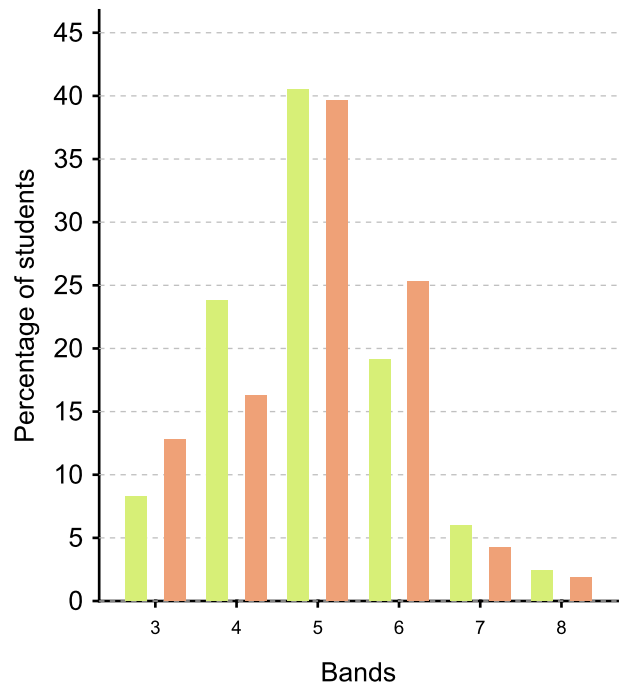
Percentage in bands:
Year 5 Spelling



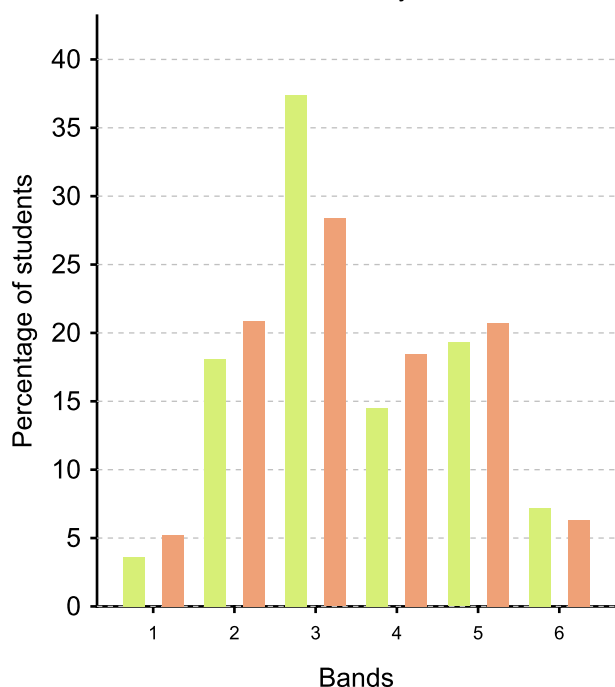
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



In 2016 the School employed a number of School Learning Support Officers [SLSO] to support students with a focus on improving NAPLAN results in line with the Premiers' Priorities. As well, an SLSO was appointed to specifically support Aboriginal students, again in line with the Premiers' Priorities.

Data gathered from students indicated the effectiveness of these strategies. There was a noticeable increase in the attendance of Aboriginal students with the implementation of a breakfast club each morning during the latter half of the year. All Aboriginal students had an Individual Education Plan to support their learning in 2016.

SLSOs were trained in the Minilit Program in 2016 to improve literacy skills in Stage One students. This should hopefully improve NAPLAN results in future years. Two SLSOs worked across the primary classes targeting students to improve NAPLAN results in Years 3 and 5.

The School also purchased the ACER Progressive Achievement Tests in Literacy and Numeracy to provide further data on student progress and achievement. These tests will be implemented from Year 2 to Year 6 to enable improved tracking of student progress.

The Action Research Project will also be beneficial regarding the Premiers' Priorities as students take more ownership of their learning and the steps they need to take to reach the next stage of their learning.

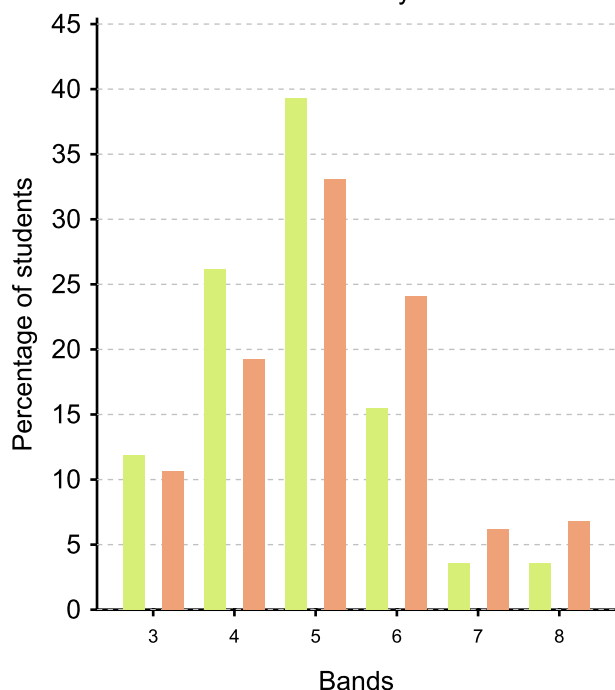
Parent/caregiver, student, teacher satisfaction

The school conducted the Tell Them from Me surveys in 2016 to receive feedback from parent, students and staff. Key findings from these surveys are as follows.

The Teacher Survey covered feedback in eight areas—Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive Schools and Parent Involvement. Scores ranged from 6.1/10 to 8.0/10. Areas of strength included teachers setting high and clear expectations for student learning, supporting students with their learning, including those with special needs and teachers collaborate together to further opportunities for students. Areas for improvement include using technology to provide feedback to students on their performance and improving written feedback to students.

The Parent Survey covered the areas of: Parents Feel Welcome, Parents are Informed, Parents Support Learning at Home, School Supports Learning, School Supports Positive Behaviour, Safe School and Inclusive School. Scores ranged for 6.8/10 to 8.4/10. Areas where parents were most satisfied included their children being clear about rules of expected behaviour and finding teachers easy to talk to at the school. Areas for suggested improvement included discussing the importance of school work and having activities at times

Percentage in bands:
Year 5 Numeracy



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.

parents can attend.

In the student survey, student scores were above the state average in areas such as effort – trying hard to succeed at school and in effective learning time in class. In areas such as relevance of instruction and rigour, the school was equal to the state average.

Student scores were below the state average in areas such as extra curricula activities, participation in school sports and positive homework behaviours.

Importantly, less students indicated they were victims of bullying compared to the state average.

Policy requirements

Aboriginal education

Mudgee Public students incorporated many aspects of local Aboriginal culture into units studied throughout the year. The school has a significant Aboriginal population and has a good relationship with the local AECG.

A highlight of the year was the annual NAIDOC Week celebrations which highlight Aboriginal culture. The week featured a performance by Sean Choolburra who entertained the students with a mix of Aboriginal stories and dance. As well, NAIDOC Week featured our 'bush tucker BBQ' with students sampling various indigenous foods.

On local excursions, Year 3 students visited Aboriginal sites at Dunns Swamp and learnt about the history of local inhabitants.

A senior indigenous student was elected to the Student Representative Council [SRC] each term, their role to represent indigenous students at weekly SRC meetings and lead the Welcome to Country at all School Assemblies.

Multicultural and anti-racism education

The school participated in the annual Multicultural Public Speaking Competition with 4 students selected to attend the regional finals. Both Stage 2 and Stage 3 classes ran in-class speak-offs to select students for the school entries. Each stage then selected 2 representatives for the regional competition. Lessons were conducted in each class around the theme of multicultural Australia and the importance of recognising the contribution all cultures have made in Australia.

Multicultural education was conducted across all grades with Year 5 examining the history of early immigration to Australia in their visit to the Quarantine Station in Sydney.

Our 5–6 A class established a link with a school in South Korea and several videoconferencing sessions were held where students communicated with each other. This highlighted the cultural similarities and difference between the two countries.

The whole school was able to view a performance by the Musica Viva group, 'Teranga' who performed music from their native Senegal. This group talked about the country of Senegal and the musical influences that led to their musical performance.

Anti-racism was also addressed in the Brainstorm Production's performance of 'Lil and Archie', with a central message of ways to deal with bullying engaging students. Our Say No To Bullying Day also addressed the issue of racial discrimination and all students took a pledge to stamp out bullying and racism.

The school had an Anti-Racism Officer in 2016 who addressed any racial issues of concern that occurred throughout the year.

Other school programs

The School continued to offer a wide variety of educational opportunities in 2016. These included:

- The School Band Program where students learn and perform as part of a school concert band. The band played at a number of school events and made up the majority of members for the Mudgee Town ANZAC Ceremony.

- Creative Arts opportunities at the Gulgong Eisteddfod with the school entering three dance groups, choirs, concert band and verse recital sections.

- Mudgee Public participated for the first time in the annual Schools Spectacular held at Allphones Arena in November.

- Sporting opportunities with Infants athletics, cross country and ball games carnivals conducted. In the Primary, the school participated in the Primary School Sports Competition Knockouts in sports such as netball, league, cricket, basketball, soccer, touch and tennis.

- The school hosted several visiting performances in 2016 – these included the Bell Shakespeare Theatre Company, Brainstorm Productions with their *Lil and Archie* anti-bullying show, Musica Viva with the group *Teranga* and Aboriginal performer *Sean Choolburra* for our NAIDOC Week activities.

- Major excursions for the year were to Canberra and Snowy Mountains for Year 6, Sydney via public transport for Year 5, Hill End for Year 4 and Dunns Swamp for Year 3. In the Infants, Year 2 attended the Red Hill Environmental Education Centre, Year 1 to the local miniature railway and Kindergarten to Dubbo Zoo.

- The School conducted its annual Open Day during Education Week and its Men at School Day to coincide with Fathers' Day in September.

- The Student Representative Council were very active in 2016 with students attending the Young Leaders Day in Sydney and a local leadership training day at the Red Hill Environmental Education Centre.